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ABSTRACT

Three demonstration projects were conducted to determine if worker attitudes toward and participation in employer- or union-sponsored tuition assistance (TA) programs could be favorably influenced by information dissemination, counseling, and links to area educational institutions. Model I consisted only of information dissemination about the availability of TA; Model II (which was not completed) added counseling on site; and Model III consisted of all three variables. The research design involved sampling random cross sections of workers before and after the introduction and operation of a model program at the sites. The data collected showed that the model interventions had significant positive impacts on workers' knowledge of the existence of the tuition aid benefit and how to use it, on the delivery of information to workers, and on workers' attitudes toward education, training, and their companies and unions. The demonstration projects also encouraged labor-management-education cooperation and fostered changes in the administration of the TA benefit. Recommendations include that employers and unions provide information and counseling about TA to their employees/members; that they cooperate more with educational institutions to provide education meeting worker needs; that changes in the administration of TA plans be made; and that further research, including longitudinal studies and case studies, be done. (KC)

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THE REPORT ON THE MODEL TUITION ASSISTANCE DEMONSTRATION PROJECTS

The Worker Education
And
Training Policies Project

September, 1980

CE 027 531

The National Institute for Work and Learning
1211 Connecticut Avenue N.W.
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Washington, D.C.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The National Institute for Work and Learning (formerly the National Manpower Institute) is a private, not-for-profit, policy research and demonstration organization established in Washington, D.C. in 1971. NIWL is concerned with encouraging public and private sector policies and practices that contribute to the "fullest and best use of the life experience", with eliminating artificial time-traps which segment life into youth for schooling, adulthood for working, and the rest of life for obsolescence; and with a more rational integration of education, employment and training, and economic policy.

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FOREWORD

In May 1979, a set of three experiments were begun at workplaces in Pomona, California; Cleveland, Ohio; and Hartford, Connecticut. These experiments were familiarly known as "the Demonstrations". For 13 months there were demonstrated at these sites a variety of low cost, graduated approaches to addressing conditions that workers report act as barriers to their fuller use of tuition aid plans and their greater participation in voluntary education and training programs. This is the report on "the Demonstrations". . .a report on their purposes, their structures, and their effects on the adult workers and the institutions that participated.

The demonstration projects were a key element of Phase II of a "Study of the Use of Education and Training Funds in the Private Sector." This National Institute of Education contracted-for study (Contract Number 400-76-0125) was let in 1976 to the then National Manpower Institute.

Phase I of this study ran from September 1976 to January 1978. Called the Tuition Aid Project, Phase I involved a nationwide survey of negotiated tuition aid plan sponsors and users to: (1) ascertain the characteristics and prevalence of negotiated tuition aid plans in the private sector; (2) expand the extant knowledge base regarding how the negotiated tuition aid resource is perceived by company and union officials and workers; and (3) fathom the enigma in the prevailing circumstance of a three to four percent rate of utilization of tuition aid plans nationally. Results from Phase I were presented in the study report, An Untapped Resource: Negotiated Tuition Aid in the Private Sector.

Phase II which was called the Worker Education and Training Policies Project began in July 1978, concluding on September 30, 1980. The initial design for Phase II called principally for a testing of the feasibility of alternative approaches to eliminating reported barriers to negotiated tuition aid plan use in workplace settings. While this remained a cornerstone task of Phase II, the National Institute of Education saw need and purpose in significantly enhancing the policy research and development aspects of the study. The ultimate design of Phase II, which was shaped substantially during the spring and early summer of 1978, contained several distinct elements. As context to the discussion of "the Demonstrations" which follows, the several other elements of Phase II are outlined below.

o Retrospective case studies were made of the tuition assistance programs of Kimberly-Clark Corporation and Polaroid Corporation and of the Education Fund of District Council #37 of the American Federation of State County and Municipal Employees. Separate case study reports were released focusing on the factors which appear to account for the high level of employee satisfaction with and use of these programs. A policy oriented summary and analysis report on these case studies was also developed. These studies were completed and published in November and December 1979. The experience of the programs studied stresses the importance of top level commitment to employee participation in the plans on an equitable basis, prepayment to offset disincentives particularly to lower income employees, continuous publicity and communication of information about the plan through print and visual media, and the availability of educational and career advisement services.

o Development of a policy book, Worklife Transitions: The Learning Connection. This policy oriented book provides an analysis of major trends and dynamics in the economy and society that commend greater attention to the worklife education and training opportunity structure, and it sets out over 50 recommendations for private and public policy makers aimed at more effectively engaging our human resource. The book was developed in close collaboration with members of the National Advisory Committee to the WETPP composed of representatives from labor unions, industry and higher education institutions and associations.

o A group of prominent Americans was convened and supported in the development of a report on worker education and training policy for the 1980's. The group consisted of 16 prominent industry, labor, civil rights, education and government figures and was chaired by Willard Wirtz. The 23 page report examined forces in the economy and the social order commending broader opportunity for the intermixing work and learning in the adult years, and set forth a set of four thrusts for private and public policy attention. "Adult Learning and the American Worker", the report of the National Panel on Worker Education and Training Policy will be published in October, 1980.

o Fourteen research papers were commissioned as background material for the policy volume. These papers included 10 that were determined to be of a quality and importance to be published in a policy research monograph series. Among the issues considered in these papers were: (1) the patterns of adult participation in education and training; (2) the likely look of adult enrollments in education during the 1980's including projections of racial, age, sex, education and income level patterns; (3) the education and training opportunity structure within industry for middle-aged and older workers and the present conundrums in public and private pension, retirement and HRD policies affecting this population; (4) major forms of alternative work patterns (flex-time, permanent part-time, compressed work week, reduced work week) and their differing implications for broadened worklife education opportunity; (5) the role education and training has played in the various "active manpower policies" operating on the Continent and what a heightened emphasis on education and training could mean for countercylical employment and training policies in the U.S.; (6) barriers to adult use of the major public student assistance sources - why these should and how they can be eliminated; (7) the roles exercised by labor unions historically in the delivery of education and training opportunities, in advocating for enhanced public education opportunity and irridenta and progress in their current relations with post-secondary education institutions; (8) the nature of post-secondary education's response to the adult learner; (9) the sources of education and training opportunity in the United States including numbers enrolled and types of educational services provided by industry, labor, community based organizations, civic and professional associations, government, etc; (10) the role of employer provided training in the U.S. including estimates of the extent of training, new challenges for employer training and problems with and needs for better measurement of it; (11) the structure and implications of electronic publishing and the telecommunications revolution including key social policy questions; (12) values and attitudes toward work and education held by blue collar workers as reported in the sociological and anthropological literatures; (13) and, in no sense least, the experience and present picture of education and training opportunity for working women and the demographic, economic and social environment impacting the needs and aspirations of the pink collar workers. . .the 80% of working women.

o A 15 minute slide-tape program "Worker Education: New Energy for the 1980's" and a comparison action guide titled, Making Tuition Aid Work for You, were developed in 1980. This slide-tape program sets forth the views of prominent industry, labor and education officials and of workers on the value to the enterprise and the individual of worker education, and the role tuition aid programs can play in enlarging working class adult opportunities to participate in education and training. This program was designed for showing at employee orientations, union membership meetings, and in proverbial boardrooms. The action manual develops the key points raised in the slide tape program, provides answers to questions frequently asked about tuition aid, and offers one of many possible models for a tuition aid program . . .one that incorporates the lessons learned by NIWL from our study of successful and unsuccessful tuition aid plans and employment environments.

o Three Regional Dialogues on Worklife Education and a National Invitational Conference on Worklife Education were conducted during the spring and summer of 1980. The Regional Dialogues, which were held in Berkeley, California, Minneapolis, Minnesota, and Boston, Massachusetts, were co-sponsored by 25 unions, businesses, education and trade associations. Some 60 innovative programs targeted on expanding adult worker education, training and employment opportunities were presented at these Dialogues. Over 350 practitioners from education, industry, labor and local and state governments participated. The National Invitational Conference on Worklife Education, which shared with the Dialogues the purpose of disseminating project learnings, had the additional purpose of vetting the 50 plus recommendations for policy action contained in the policy book mentioned above and engaging a wider audience of policy makers in consideration of the importance and value to national ends of broadened worklife education opportunity for working adults. One hundred leaders from the essential sectors participated in this conference. That conference was followed by a briefing of representatives of government agencies, which briefing was designed to encourage fuller inter-agency collaboration on educational research matters.

o A reanalysis of the data collected from the 1976-77 surveys of company and union officials and of the approximately 1000 blue collar workers was conducted as well. This reanalysis involved: (1) assessing the factors affecting workers use of tuition aid plans to determine the programmatic or policy relevance of these factors and then performing analyses of the relative effects of these select factors on participation rates and barrier perceptions; and (2) assessing the independent and interactional effects of attitudes and structural conditions on perceived barriers and on participation rates for all workers and for subgroups of workers, e.g., women and minority workers. These analyses were performed and reported in two technical papers and in summary form in a number of short Institute papers and journal articles.

The preparation of intensive case studies of highly subscribed tuition aid plans. . .the reanalyses of the Phase I survey data to discern what factors most critically affect the participation in education and training of key groups of workers. . .a policy development initiative concerned to inform public and private sector decision makers about issues involved in enlarging the education and training opportunity structure for working Americans. . .the surfacing and consideration of policy issues through regional and national conferences and other dissemination activities. . . development and dissemination of action guides for tuition aid plan administrators, negotiators and users. . .and the development and operation of workplace based demonstration projects. . .these then were the central elements, the stuff of the Worker Education and Training Policies Project.

It is to the last of these, the demonstration projects, that we turn. First, though, there is need and pleasure to acknowledge the special contributions of several individuals in Washington, DC and at the demonstration sites who were instrumental to the successful commencement and/or completion of "the Demonstrations".

Many members of the National Advisory Committee to the Worker Education and Training Policies Project made special efforts to assist the project staff in identifying and securing demonstration project sites. Three members whose efforts cannot escape notice were Mr. Reese Hammond, Director of Education and Research, International Union of Operating Engineers, Mr. John Kulstad, Education Director, Communications Workers of America, and Dr. Russell Farnen, Project Director and Professor of Political Science at Empire State College. The Project's success in gaining access to the Model 1 site, the General Telephone Company of California facilities in Pomona, California, was in no small part the result of John Kulstad's efforts. Reese Hammond used his offices in the project's behalf on many occasions and actively participated in steward training sessions to gain local project start-up approval with Local 18 of the International Union of Operating Engineers and to retain leadership support for the project well beyond what it would otherwise have been. Russell Farnen contributed many hours to the exploration of possible sites in New York State through the extensive Empire State network of industry and union contacts. Their contributions considered alone are sufficient testimony to the value of an advisory committee. And, their contributions and those of other members of the committee were in no sense confined to the demonstration projects.

At the demonstration project sites there were many individuals in management, labor unions and education institutions who contributed in essential ways to the testing of the model programs. The three individuals with whom the project worked most closely over the 13 month period were the site coordinators: in California, Mr. Joel Clifton, a senior PBX installer with General Telephone Company of California; Mr. Chuck Rinehart, a staff representative with the Joint Apprenticeship Committee serving the membership of Local 18 of the IUOE in Ohio; and in Connecticut at the Model III site Ms. Claire Nolin, who as a result of her accomplishments as site coordinator, became a fulltime employee of the State Government in July, 1980. While more is said of the roles of these individuals in the case studies that follow, let it be noted here that the association with these dedicated people was a richly rewarding experience for the NIWL project staff.

Other individuals at the California and Connecticut sites who played special roles in sharing the lessons and excitement of the respective projects as well as exercising central positions in the local functioning of the projects include: (in California) Ms. Jan Stancer, Training Specialist, G.T.C.; Ms. Tina Bavetta, Education Information Advisor, G.T.C.; Mr. Mike Crowell, Local 11588 President, CWA; Mr. John Strickland, Second Vice President, Local 11588, CWA; and Mr. Reid Pearce, Assistant to the Vice President, District 11, CWA. In Connecticut these individuals include: Mr. Kevin Earls Coordinator of the Higher Education Coordinating Committee for the North Central Region; Mr. Steven Perruccio, Senior Staff Representative, Connecticut Employees Union Independent; and Mr. Ernest Nagler, Director, Personnel Development Division, Department of Administrative Services, State of Connecticut. In various settings, each of these individuals has represented the demonstration projects, adding to the measure of the project's significance in so doing. To each of them we acknowledge our appreciation and debt.

As with so many other aspects of the overall "Study of the Use of Education and Training Funds in the Private Sector", the steady and informed stewardship of Dr. Herbert Levine is to be found in these demonstration projects. Dr. Levine, Director of the Labor Education Center at Rutgers University, served as Senior Study Consultant and gave highest possible service to every facet of demonstration project activities. He was instrumental to the project's gaining access to a comparison site with Local 825 of the International Union of Operating Engineers. He knows the esteem in which that service is held by the NIWL.

Ms. Nevzer Stacey, Project Officer at the National Institute of Education for the "Study of the Use of Education and Training Funds in the Private Sector", is as much as any individual responsible for the being, let alone the success of the demonstration projects. Principal author of the design plan for this study, Ms. Stacey has provided guidance, direction and high standards for the conduct of this project from the beginning. With her associates in the Program on Educational Policy and Organization, Ms. Stacey has led NIE entrance into a consideration of policy issues other departments of government have not yet begun to explore.

At the National Institute for Work and Learning, several staff and management personnel played central roles in the demonstration projects element of Phase II activities. Mr. Ivan Charner, Director of Research, was responsible for much of the research design for the demonstrations including the worker survey instrument. He administered those instruments and authored Chapter II of this report. Dr. Jamshid Momeni, Research Associate, diligently performed the survey tabulation and first round analysis work. Ms. Leslie Ann Rosow, formerly a Program Officer at NIWL, served for the first nine months as NIWL staff coordinator for the demonstration projects and was actively involved in on site training activities. On Leslie Rosow's departure for another assignment outside NIWL, Ms. Jane Shore assumed the staff coordinator duties along with her many other project assignments. Jane Shore conducted the case study of the Model I demonstration project which appears herein. Ms. Anne Rogers, Project Officer at NIWL, in addition to numerous other project assignments undertook the case study of the Model III demonstration project that appears below. Mr. Francis Macy, Director of the National Center for Educational Brokering, contributed significantly to the role definition and training of Education Information Advisors for this project.

Mr. Archie Lapointe, NIWL's President, provided an environment of flexibility and freedom to fail or succeed. Without that environment, it is difficult to imagine the latter outcome. Archie Lapointe spent hour upon hour in conversation with company and union officials explaining our purpose and soliciting access to undertake the demonstration projects. He kept attention on them once access was obtained. He was the strongest advocate of the purpose and meaning of these demonstrations, as concrete tests of ideas and words. In this, he was joined by Mr. Paul Barton, NIWL's Vice President for Planning and Policy Development. Paul Barton has over the course of this four year study, given invaluable advice, a timely pen, and leadership on the policy development aspects of the project. He has contributed much to current understandings of the policy choices and issues before us.

These are but a few of many individuals who have contributed to the demonstrations. It is from time to time a person's privilege to have worked with and learned from such as these.

Gregory B. Smith
Director
Worker Education and Training
Policies Project
September, 1980

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CHAPTER ONE

EXECUTIVE SUMMARY

A. The Models

A major element of the National Institute of Education sponsored Worker Education and Training Policies Project was the development in three local sites of experimental programs designed to address specific barriers to worker participation in tuition aid and voluntary education. Three program models were developed and implemented.

- Model 1: Information Delivery, in which a variety of management or union-sponsored publicity and information dissemination activities were employed to apprise workers of the existence and nature of their tuition-aid plan and available educational opportunities.
- Model 2: Addition of Education Information Advisement Services, which added to Model 1 the establishment of an on-site education information advisement service to provide assistance with educational planning and needs assessment, application procedures, and overcoming of psychological barriers to participation. Model 2 was begun in Cleveland, Ohio as a program of Local 18 of the International Union of Operating Engineers.
- Model 3: Addition of Improved Linkages, in which Models 1 and 2 were incorporated with the design and implementation of an educational delivery system based on expanded linkages between local educational institutions and the work site. This was to include such activities as the redesign of course content and adjustments in the location and scheduling of program offerings. This model operated in the Hartford, Connecticut area as a joint project of the State of Connecticut, the Connecticut State Employees Association, the Connecticut Employees Union Independent and the Coordinating Committee of the North Central Region (a consortium of institutions of higher education).

At each participating site, a local planning committee composed of representatives from management, labor, and education (where appropriate) was called for and given responsibility for policy direction and oversight of the local program.

Judgments regarding the impact of these interventions are being made from a combination of (1) careful recording of events throughout the demonstration project, (2) before and after worker surveys, and (3) post-project case studies.

B. The Purposes

The demonstrations were begun to test the efficacy of several low cost approaches to reducing barriers to workers use of tuition assistance benefits. In earlier surveys of 1000 workers, respondents identified lack of information about the tuition aid benefit, lack of counseling about education and careers, and course scheduling and location problems as being significant factors in their decisions not to use the tuition aid benefit and not to participate in education and training. Focusing on workforce populations with historically well below the national average tuition aid use rate of 4%, the models enabled a determination of whether these reported barriers can be eliminated through low cost, straightforward initiatives by management and unions.

Through retrospective case studies of highly subscribed tuition aid plans, NIWL observed that when such informational and structural barriers were not present, workers do take advantage of the tuition aid benefit at far higher than the national average rate. The demonstrations permitted experimentation with these isolated variables to determine their independent effect on workers' knowledge and attitudes. . .though given the brief time available, not on the workers' behaviors toward education and training.

Better information on these issues was considered important to have for private as well as public policy decision making. For example, companies with an interest to bolster their human resource development programs for hourly blue and pink collar workers, would have better knowledge of whether their tuition aid program could be effectively employed to that end with some expectation of meaningful use rates. Unions which have negotiated tuition aid plans or are contemplating same, occasionally a significant political risk, would have better understandings of whether the benefit can meet member needs and not remain a somewhat costly throwaway. Postsecondary education institutions. . .declining in number in part because of shrinkage in the traditional age cohort, and ready to consider revisions in the institutional mission would have better purchase on the matter of the real dimensions of adult worker interest in education and the real promise of tuition aid as a survival resource.

C. Some Learnings About the Establishment of Workplace Demonstrations

The negotiation of the final site agreement was completed nearly 12 months after the demonstration project site search and selection process began. In excess of 100 companies and state governments were approached directly by the NIWL. An unknown number were approached by intermediary organizations including member councils of the National Work Education Consortium and international unions serving on the Project's National Advisory Committee. In the final analysis, the Advisory Committee was indispensible to the Project's ability to secure demonstration project sites.

Of the three demonstration projects, two were successful tests of the respective models. The Model II project was not. Owing to a variety of local factors, the Model II demonstration did not mature into an operating project with the elements called for in the basic Model II design.

The lengthy search and selection process and the experience at the Model II site are strong testimony to the sensitivity of the questions involved, the practical need to allow significant lead time in the development of essential working relationships at the workplace, and the fact that social experiments of this kind will not infrequently fail.

Throughout the life of the demonstrations, a strong tension persisted whether these projects should function in a strict experimental mode. . .or as service programs, addressing the range of workers' needs as they were made manifest. Neither extreme prevailed. Operationally, in both the Model I and Model III cases, the project designs drifted toward the basic Model II design. In the case of the Model I project in Pomona, on site project personnel quickly moved beyond simply providing information about the tuition aid plan to co-workers into guiding co-workers to expert counseling sources within the company and area education institutions. In short, they moved quickly toward the educational advisement model.

D. The Model I Project

This demonstration project was designed to provide information to 1800 hourly workers at four General Telephone Company (of California) facilities in the Pomona area. Through joint efforts by both GTC and the Communications Workers of America, Local 11588, workers were given information on the company's tuition assistance plan and on local education and training opportunities.

One-on-one contacts by ten worker-members of the project's Education Committee, and group meetings of workers sponsored by both the union and the company were used as an initial means of introducing the workers to the idea of participating in education under the tuition aid plan.

The committee members' basic functions were to meet with the employees and to apprise them of the existence and nature of their tuition aid plan and the available educational opportunities within the area. As of June, 1980, each of the employees in the target group had been contacted, twice, either one to one by a committee member, or in a small group.

In addition to personal contacts, a number of other means were used on-site to get out the information on educational opportunity. These methods included bulletin board posters, letters to each employee in the target group, hand-out folders, and articles in the company and union publications.

The Parties

General Telephone and Electronics Company of California (GTC)

Communications Workers of America (CWA)
District 11
Local 11588

Workplace Impacts of the Model I Project.

The central unit of analysis in the research design was the worker and changes in workers' information, knowledge, attitudes and to a lesser extent, their short term behaviors with regard to education and training and use of tuition aid benefits. These are reported in Section II. Here are briefly noted other workplace changes reported during post-project case study interviews at the Model I site:

o company officials report: (1) heightened awareness of the value of the tuition aid resource as an educational finance vehicle; (2) shock at the low level of awareness of the tuition aid benefit at the outset; (3) improved morale and cooperativeness in relations with the co-sponsoring union; (4) growing ability of first line supervisors to deal positively with education related inquiries by employees.

o union officials report: (1) heightened appreciation of union role in supporting education for membership beyond steward training; (2) development of a plan of courses and programs to address a range of members expressed educational needs; (3) development of a cadre of experienced second line leaders in the Education Committee.

o several actors in the demonstration project on both the management and labor teams have entered or made definite plans to enter education programs.

E. The Model III Project

This model called for: (1) delivery of information about tuition aid plans; (2) provision of on-site educational advisement services; and (3) establishment of new relationships between agencies of the government of the State of Connecticut, two participating unions, and 16 public and private post secondary education institutions in the Greater Hartford area. . .on behalf of State clerical and maintenance workers. (The 1000 to 1200 clerical and maintenance workers at the four State agency sites in the target area had among the lowest rates of tuition assistance use historically).

Main entities in this demonstration were the local planning committee (LPC), the group of workers and State personnel officers who comprised the body of Education Information Advisors (EIAs), and the Site Coordinator.

The local planning committee provided policy direction; assisted in crucial ways in the securing of agency sites for the demonstration; selected and helped train EIA candidates. The establishment of the LPC meant that a key representative of the State's Director of Personnel and Labor Relations, the President of the Connecticut State Employees Association, a senior staff representative of the Connecticut Employees Union Independent and the Coordinator of the Coordinating Committee (of post secondary education institutions) for the North Central Region had a forum outside grievance or bargaining channels in which to work together. It furnished opportunities for developing a number of new initiatives.

The Site Coordinator collected and disseminated essential information on the several tuition aid agreements in effect, provided training and ongoing leadership for the EIA's, directed the advisement and brokering activities for employees, maintained numerous administrative records and administered workers surveys. The administrative and organizational support to the union EIAs, and the collecting, analyzing and distributing of useful information about tuition aid and education and training opportunities were the most demanding. The Site Coordinator also designed a plan to simplify the tuition aid application and approval system which plan was adopted by the State.

The 15 Education Information Advisors (EIA's) were drawn from the ranks of two unions and from the staffs of personnel sections of the five agencies. The personnel EIAs functioned differently from the union EIA's. The EIA's: (1) delivered information to co-workers individually and in groups about their tuition reimbursement program, alternative financial aid sources, and in house and external training and education opportunities; (2) advised co-workers on application procedures and where to go for guidance on educational opportunities; and (3) collected basic data on advisees and reported problems and needs to the Coordinator.

Workplace Impacts at the Model III Site.

Among the changes brought about by the Model III interventions were:

o the decision by the state government to simplify its procedures for processing tuition aid applications;

o the State governments' decision to hire a permanent employee to provide training and technical assistance to agency staff concerned with tuition reimbursement and to publicize the program;

o an increase in the acknowledged commitment of both unions to worker education and tuition reimbursement as contract items; and

o planning further initiatives by key parties. . .some of which are collaborative.

F. Measuring Impacts on the Workers

Our purpose in undertaking the surveys of workers at the model sites was twofold:

o to learn about the knowledge, attitudes and behaviors of workers related to education and training and tuition aid; and

o to assess the impact of the program interventions on changes in these areas.

The Research Design

The research design involved sampling random cross-sections of workers before and after the introduction and operation of a model program at the sites. This trend design allows us to look at the influence of the program interventions on the attitudes, knowledge and behaviors of the workers at the model sites. The true test of the success of these program models, however, is three, five and ten years in the future. Behavioral outcomes such as increases in participation in education and training; occupational, career and other adult life transitions; and changes in workplace behaviors (productivity, performance quality, morale, absenteeism) cannot be expected to occur in the six months to one year that these programs operated. The outcomes that we are able to assess are primarily attitudinal and informational, with one behavioral outcome observed.

Knowledge and Information Delivery

One of the key elements in the three model programs was to increase the workers' knowledge about their T-A plan by improving the flow of information about these plans to workers. Figures 1-4 report the relevant data on knowledge and information delivery. As Figure 1 clearly demonstrates, the percentage of workers at Model I and III who are familiar with the existence of a T-A plan increased dramatically. For Model I, this increase is 25% points and for Model III it is almost 50% points. The percentage of workers reporting that they have received information about their T-A plan also increased dramatically as portrayed in Figure 2: about 50% points for both models. An indicator of specific knowledge about TA is if these workers know whether they are eligible to take a course under their T-A plan. Figure 3 shows that the percentage who don't know decreased, with a very large decrease of almost 40% points for the Model III workers. Finally, when these workers were asked if inadequate information about the T-A plan was a problem, the percentage responding in the affirmative decreased by over 20% points for both models as shown in Figure 4.

Behavioral Change

In Figure 5, we look at change in the use of T-A. For both models, the percentage of workers who used TA to pay for any part of their education or training increased slightly -- from 5% to 9% for Model I and from 3% to 6% for Model III.

Sources of Information

In Figures 6-10, we look at changes in the proportion of workers who received information about T-A from different sources. A larger percentage of workers at wave two than at wave one reported receiving information for each method of information dissemination. If we look at the combined data we see that the percentage increased:

- almost 4 times for handouts;
- two times for company newspaper or newsletter;
- over 4 times for union newspapers;
- four times for company meetings; and
- nine times for union representatives.

Needs for Advice

When asked about their desire to talk to someone about their educational or career plans, a very large percentage of workers in both waves said yes. The need for such a service is clearly demonstrated in Figure 11.

Perceptions of Company and Union Attitudes

Worker perceptions of company and local union attitudes about education and training and T-A also changed. In Figures 12 and 13, we see that the percentage of workers who felt that their company encouraged employees to seek additional education or training and who felt that their company encouraged employees to use T-A benefits, increased from wave one to wave two of the survey. For encouragement to use TA benefits, the percentage increased over 3 fold. For union encouragement, the changes are almost as dramatic (See Figures 14 and 15). The percentages increased from 13% to 38% for encouragement to seek additional education and training and from 8% to 36% for encouragement to use TA.

Information and Counseling Barriers

While the primary goal of the models was to increase knowledge about T-A, a secondary goal was to provide more and better information about educational institutions and their programs. Figures 16-19 report the perceived barriers to participation in education and training related to educational information and counseling. For the Model I and III workers, the percentage who reported any of the reasons as problems for them decreased from wave one to wave two. While these reasons remained problems for a large proportion of workers, the model programs did have some impact in these areas. Another reason for non-participation in education and training was inadequate career counseling. In Figure 20 we see that this was a problem for a large number of workers in wave one and remained so in wave two. There was, however, a decrease of 10% points and almost 30% points between the two waves for Model I and Model III respectively.

Planned Participation

Workers were also asked a number of questions about their future educational participation. In Figure 21, we see that large percentages of workers in both the wave one and wave two surveys report that they want to take further education or training. As Figure 22 suggests, equally high percentages in both waves feel that they need more education, and as Figure 23 shows, fewer workers, but still a large proportion, report that they intend to continue their education or training in the next two years. A smaller percentage intend to use their T-A benefits, but, as Figure 24 shows, in each case over half of the workers report that they intend to use the benefit in the next two years. For figures 21 through 24 you will note small decreases between wave one and wave two. These were not, however, sta tically significant.

Attitudes Toward Education and Training

Finally, we were able to look at workers' attitudes toward education and training. Workers were asked the importance to them personally of further education and training. Table 1 shows the top five rankings for the workers at each site. As this table suggests, there is consistency between the waves one and two samples for each model and a fair amount of consistency among the workers at the different models. Two work related factors - to improve job performance and to be a better worker - and two factors related to personal development - to learn more and to become a more well-rounded person -- were the highest ranked user of further education or training.

G. Conclusions and Recommendations

In sum, the program interventions had an overall effect of:

- increasing knowledge about TA for about 30% of the workers;
- increasing information delivery to about 50% of the workers;
- improving perceptions about company attitudes for about 20% of the workers;
- improving perceptions about union attitudes for about 30% of the workers; and
- reducing informational and advisement problems for between 15 and 20 percent of the workers.

The demonstration projects proved that the model interventions are effective at reducing the information and advisement barriers as was hypothesized. They had significant impacts on workers' knowledge of the existence of the tuition aid benefit and how to use it, on the delivery of information to workers, and on workers attitudes toward education, training and their companies and unions.

The demonstration projects also had significant impacts on the participating work institutions. The demonstrations caused the establishment of mechanisms for labor-management-education collaboration and encouraged concrete changes in institutional behaviors regarding the structure and administration of the tuition aid benefit.

Based on these learnings, NIWL has framed a number of recommendations for private and public policy attention. Among these are that companies and unions:

- focus attention on the continuous provision and reprovision of information about the tuition aid benefit to workers employing a variety of media of which one should be co-workers;
- insure that the administration of the benefit have as one of its central parts the provision of competent educational and career counseling and advisement;
- minimize the out of pocket costs to workers through the provision of advances or installment plan arrangements;
- insure on behalf of employees that there be a greater responsiveness on the part of education providers to the curriculum wants of workers;
- support on a local or regional basis establishment of a tuition assistance advisory service to assist companies, unions and education institutions to more effectively engage the tuition aid resource.

There are, too, recommendations for a series of policy research and demonstration activities to be undertaken by companies, unions and education institutions independently and in concert. . .and by the Federal government as a major employer and architect of education-work policy. These include:

o carrying out of longitudinal surveys and in-depth interview studies of adult workers to assess the range of civic and worklife impacts resulting from participation in various kinds of education and training during the adult years;

o initiation of a range of trial programs testing alternative approaches to the removal of barriers to education and training participation. . . focusing on special populations;

o on a trial basis, experimentation with alternative financing schemes should begin. . .with select agencies of the Federal government taking a leadership role as trial sites. . .paid educational leave and universal entitlements are among the alternatives meriting attention;

o and, we recommend the carrying out of case studies of education and training programs that are addressing needs and problems faced by special groups in the workforce such as working women in the 80%, workers in rural labor markets, middle aged and older skilled trade workers. Such research can offer critical information to policy makers in the human resource development area that are simply unobtainable from standard survey research approaches.

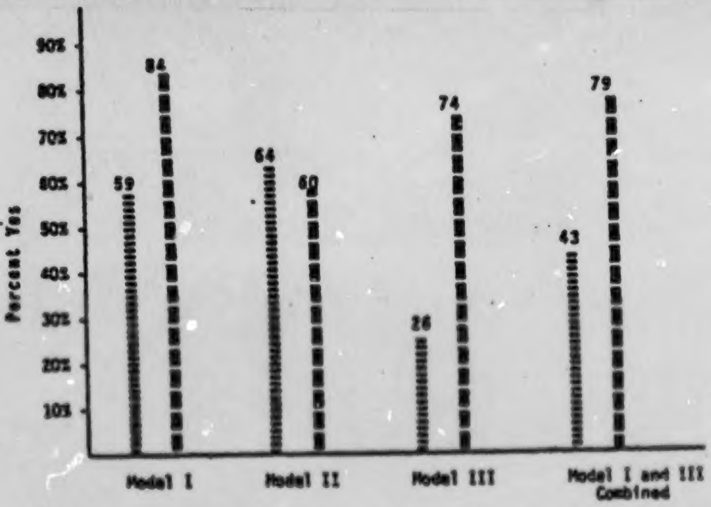

Figure 1 - Are you familiar with existence of a tuition-aid plan where you work?

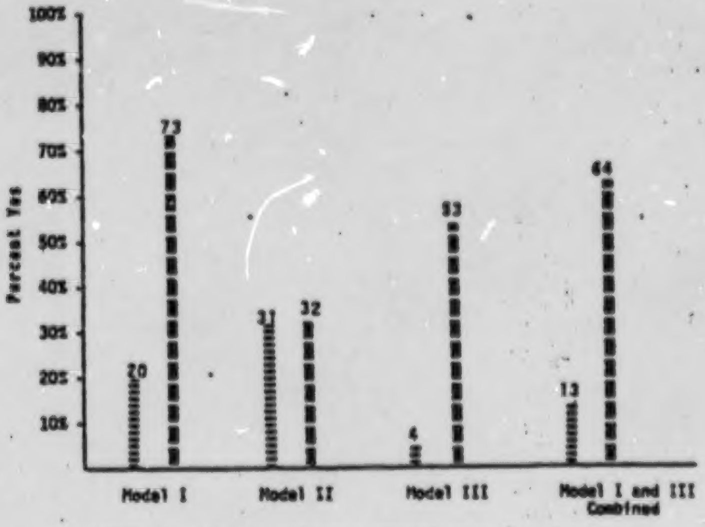

Figure 2 - In the last six months have you received information about your tuition-aid plan?

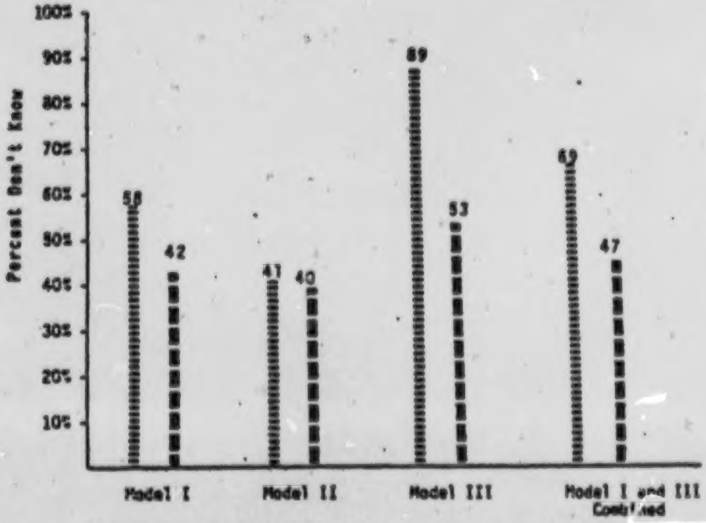

Figure 3 - Are you eligible to take a course under your tuition-aid plan?

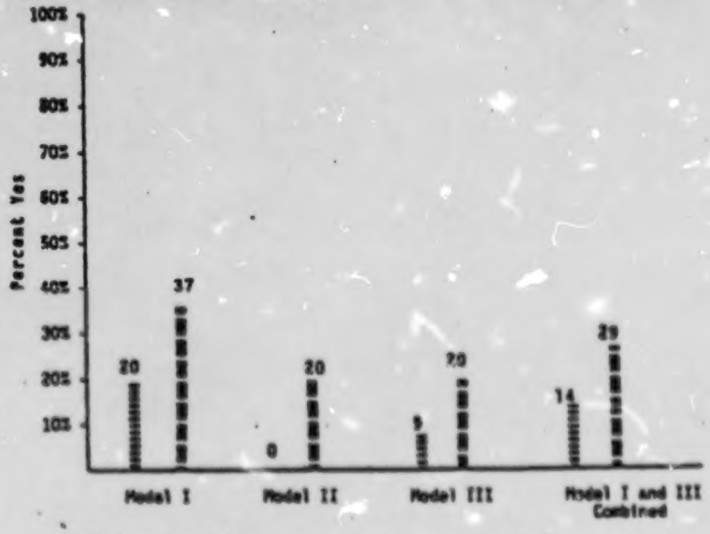

Figure 7 - Did you receive information in the last six months about your tuition-aid plan in the company newspaper or newsletter?

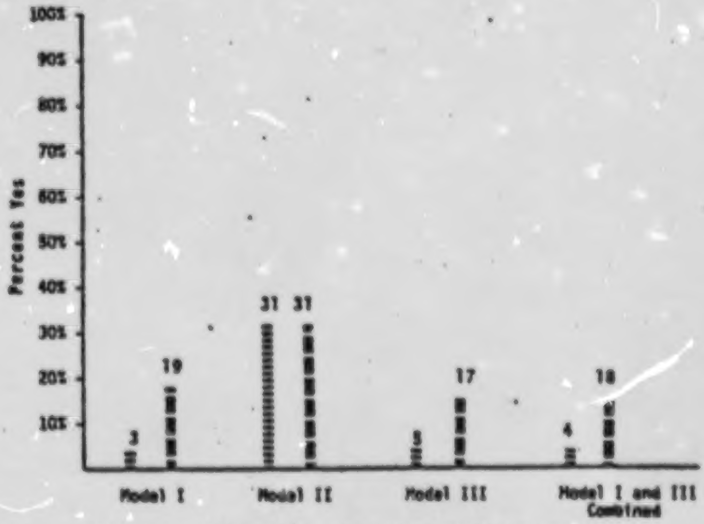

Figure 8 - Did you receive information in the last six months about your tuition-aid plan in the union newspaper?

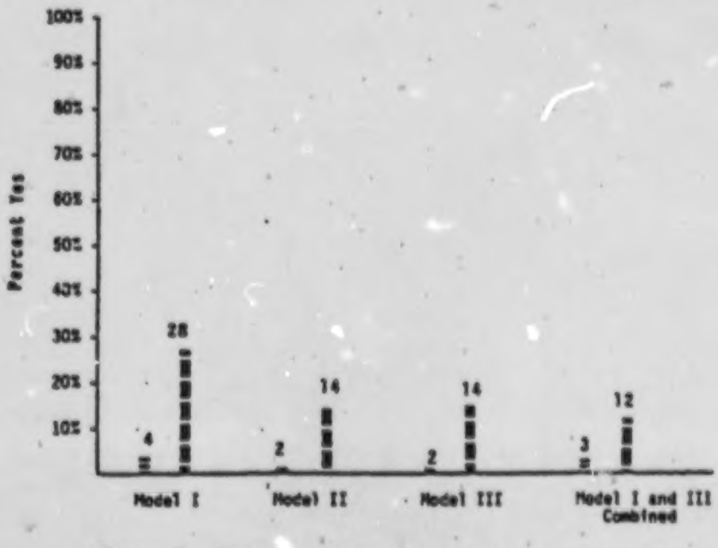

Figure 9 - Did you receive information in the last six months about your tuition-aid plan at company meetings?

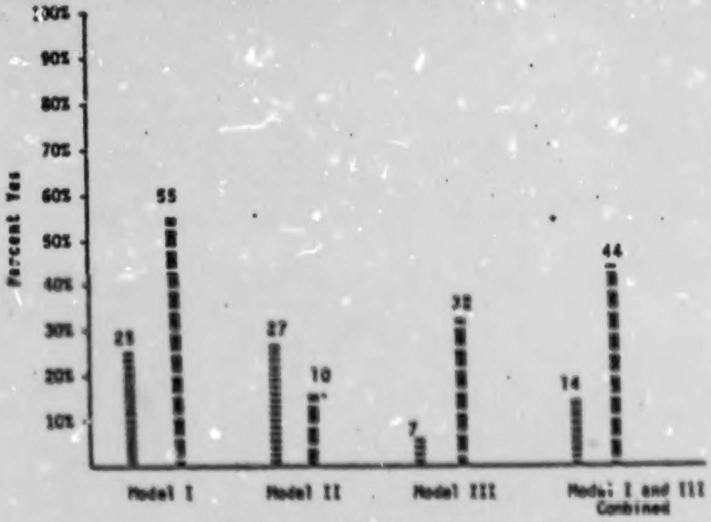

Figure 13 - Does your company encourage employees to use tuition-aid benefits?

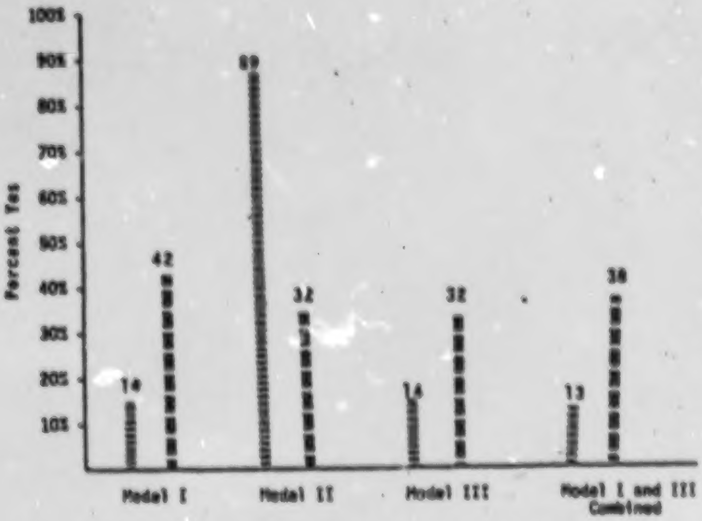

Figure 14 - Does your local union encourage members to seek additional education or training?

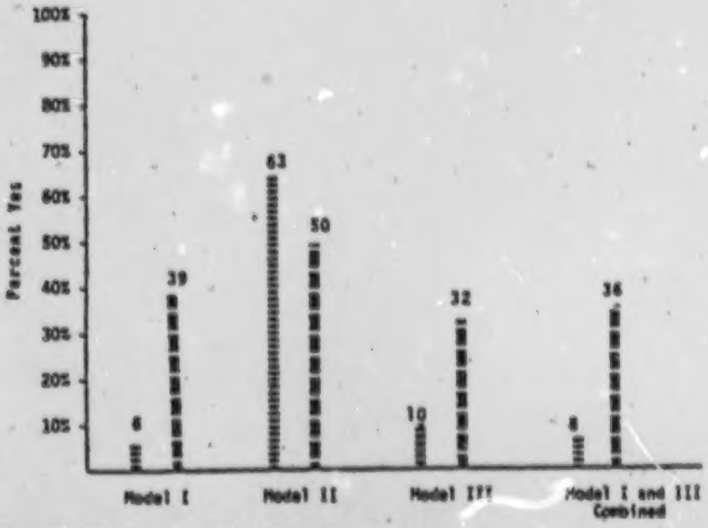

Figure 15 - Does your local union encourage members to use tuition-aid benefits?

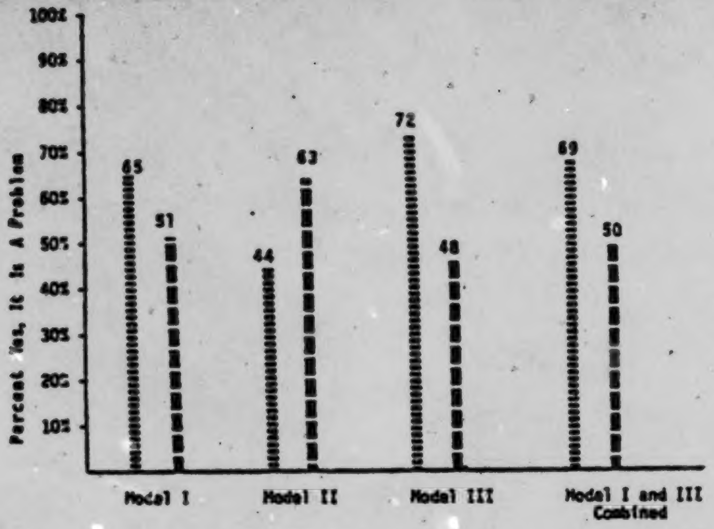

Figure 19 - I do not have adequate advice or counseling about available educational institutions.

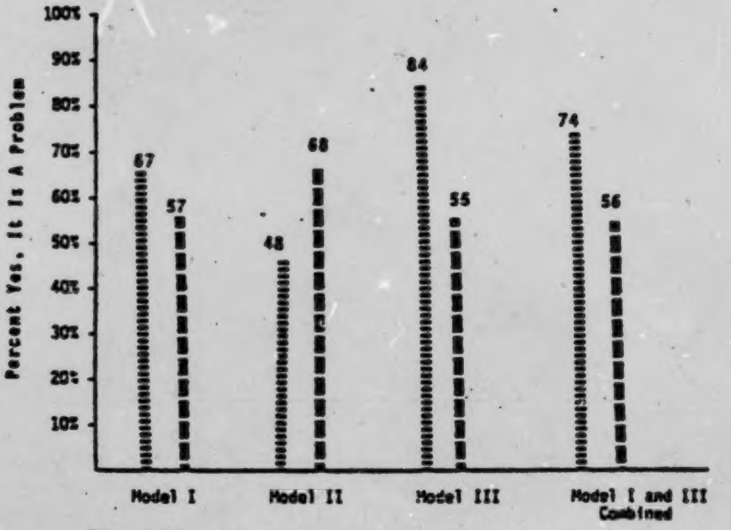

Figure 20 - I do not have adequate advice or counseling about my career opportunities.

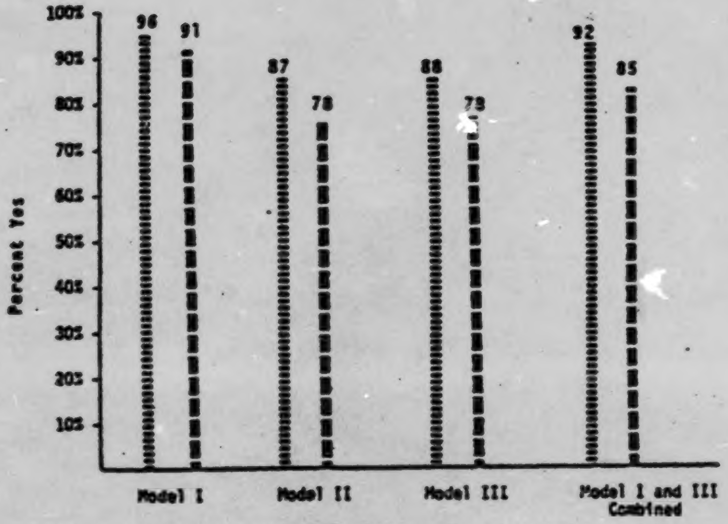

Figure 21 - Do you personally want to take any further education or training?

Table 1 - Top Five Rankings of the Personal Importance of Each of the Following Possible Uses of Further Education and Training.

	Model I		Model II		Model III		Combined Model I & III	
	T_1	T_2	T_1	T_2	T_1	T_2	T_1	T_2
To complete an educational program for a diploma, certificate, or degree								
To meet new people								
To become a more well-rounded person	4	4	4	4.5	3	5	4	4
For social skills								
To improve job performance	3	3	1	1	1	1	1	2
To learn skills for hobbies								
To be a better union member				3				
To improve my ability to read, write, speak, and do math		5	3					5
To be a better parent								
To get a promotion					2	2.5	5	
To improve family life								
To prepare for another job or career	5							
To better understand community issues								
To learn more (knowledge for the sake of knowledge)	1	1		2	5	2.5	2	1
To be a better worker	2	2	2		4	4	3	3
To prepare for retirement			5	4.5				

CHAPTER TWO

INTRODUCTION

Much has been written on the subject of the use and non-use of negotiated and unilaterally offered tuition assistance programs in recent years. The National Institute of Education's sponsored "Study of the Use of Education and Training Funds in the Private Sector" has been one major source of data and information on the subject. The short of it is that attention is being focused on the tuition aid resource as never before.

Evidence suggesting that tuition aid programs are becoming increasingly prevalent in both the public and private sectors is greeted as further good news by those who see the tuition aid resource as a particularly bright prospect for the broadened opportunity of working adults to intermix work and learning in the United States. Important as an independent value, this shift toward recurrency in education is also seen as addressing a host of present national concerns. Among these are:

o an enduring anxiety about a declining rate of productivity growth and the effects of same on inflation at home and a declining place in the world economic order, combined with an appreciation that past inadequacies in the levels and kinds of investments in skill and general knowledge formation might well be part of the cause of present problems. . .that at least a connection exists between investments in learning and total factor productivity;

o concern about the adequacy of present policy instruments, and present practices, in assuring the advancement, or at least, the sustaining of equal employment opportunity gains of minorities, women, older workers and the handicapped;

o concern about whether and how the aspirations and expectations of the workforce of the 1980s can be accommodated within traditional pyramidal occupational and attendant reward structures in the absence of other human growth options; and

o an emerging appreciation that greater sophistication in traditional and new forms of literacy are being required to exercise mastery over the demands of everyday work and civic life. . . particularly for informed and effective participation in the political affairs of country and community.

In stark contrast to this array of prospective contributions realizable from broadened worklife learning opportunity, are the understandings emerging from the triennial surveys of adult education and from the several studies of tuition aid plan use and prevalence. In the former, we see evidence of a widening gap between "educational have's" and "have nots'", between the more and the less affluent, between blacks, native Americans and Hispanics on the one hand, and whites and orientals on the other. In the latter, we see generally low prevailing "take-up" or use rates, and rates that are highly differentiated on the basis of present occupation and prior education attainments.

Estimates made in 1977 by the NIWL project staff put the number of Americans eligible to use negotiated tuition aid benefits approximately at 2 million workers. There is new Bureau of Labor Statistics information suggesting that that number might be higher. Recent "guestimates" by NIWL staff put the total number of workers covered by both negotiated and the more prevalent unilateral tuition aid plans (offered by the employer) at between 17 and 25 million. On paper commitments to these plans may run up to $6 billion per annum.

Against this statement of potential, is the prevailing condition of a four percent use rate nationally, which seems to be holding constant and an estimated one to two percent use rate among blue and pink collar workers. Further are the estimates that less than $20 million is being used annually under negotiated tuition aid programs, and that, nationally, probably less than $200 million of tuition aid resources is being used overall to finance continuing learning activities at all levels.

This disparity between the prospective and the prevailing condition was made the more enigmatic by the results of surveys of company and union officials and adult workers conducted by NIWL (then The National Manpower Institute) in 1976-1977. These surveys established that managements, unions and workers share a positive view toward tuition aid and education and training. They share similar views of what the functions of tuition aid plans are. Improving job performance, updating knowledge, promotion and job mobility were given high marks by all groups. In terms of outcomes, management and union officials in the 50 companies studied said that tuition aid has many impacts, the most important being increased worker effectiveness, career development and job mobility, and heightened job satisfaction.

To better understand the reason for this disparity, 1000 blue collar workers were surveyed and asked what conditions they felt to be most important as reasons for not utilizing tuition assistance plans. The respondents ranked insufficient management encouragement, lack of counseling and lack of information about the tuition aid plan as the most significant barriers to their participation. Scheduling difficulties followed quite closely behind, as did perceptions of limited "payoff" from education. For a fuller discussion of these findings the reader is encouraged to see An Untapped Resource: Negotiated Tuition Aid in the Private Sector (1978), Worklife Transitions:

the Learning Connection (in press, September 1980), and Tuition-Aid Revisited: Tapping the Untapped Resource (1979).

In a series of retrospective case studies, NIWL researchers had observed of three tuition aid plans with high blue and pink collar worker take-up rates, that these informational, counseling and scheduling and location problems were not present. It was possible to infer from those case studies that manipulation of these variables would effect changes in knowledge, attitudes and behaviors toward tuition aid plan use and education participation. The retrospective case studies did not permit examination of these factors as isolated variables. . .to trace through their separate effects on workers knowledge and attitudes. To do so required conducting experiments at the workplace.

It remained, then, to test out whether these reported barriers to use of tuition aid resources by blue and pink collar workers could, in fact, be removed, as was hypothesized, through employer and union sponsored actions, and what effect workplace interventions would have on the information and knowledge and attitudes of workers. The National Advisory Committee (NAC) to the Tuition Aid Project (Phase I of the Study of the Use of Education and Training Funds in the Private Sector) strongly recommended that NIE proceed to such a set of demonstrations in a Phase II.

To that end, three model interventions were designed by NIWL in consultation with the NAC and the National Institute of Education. These basic models were as follows:

o Model 1 (Information Delivery). A variety of management and union-sponsored publicity and information dissemination activities would be conducted to inform workers of the existence, nature and procedures for using the tuition assistance benefit.

o Model II (Information Delivery and Education Information Advisement Services). In addition to information delivery activities related to the tuition aid plan, an on-site education information advisement service would be established. Using trained co-workers as Education Information Advisors (EIAs), the target workers would be assisted with educational planning, needs assessment, application procedures, and overcoming fears regarding education participation.

o Model III (Information Delivery and Education Information Advisement Services and Improved Education-Work Linkages). The third, add-on component in this model would be the establishment of direct linkages between the workplace and area education institutions to include such actions as redesign of course content to meet explicit worker interests or company needs, or changes in the location and times of courses.

Each of the models called for establishment of collaborative local planning committees comprised of management, union and,as appropriate, education representatives. These committees. . .the idea for which came from NIWL's experience with community education work councils. . .were to be responsible for providing policy direction to the local site activities, eliminating administrative roadblocks to project operation, and recommending to NIWL the site coordinator for their respective demonstrations.

Assessments regarding the impact of these model interventions were to be made from a combination of (1) careful recording of events at each site by the site coordinator; (2) the pre-and post- intervention testing of a random cross-section of workers from the test sites; and (3) post intervention case studies consisting of on-site interviews with workers and key parties to the projects and analyses of project documentation. While the primary unit of analysis for the demonstration projects was to be the worker and changes in the information, knowledge and attitudes of workers attributable to the interventions, it was considered important to also try to guage project impacts on participating organizations. Were there changes in institutional behaviors or practices germane to tuition aid use by workers that resulted from company or union actions? Were new inter-institutional relationships established which are relevant to tuition aid plan structure or worker use rates? Were the parties to the project satisfied or disappointed in outcomes? These were considered valuable questions to have better information about since changes in such behaviors and relationships between education and work institutions can have decisive impacts on the responses obtained from the workers, and the lasting picture of tuition aid plan use.

Three models do not, of course, a demonstration project make. Gaining access to workplaces in which to carry out these demonstrations on terms that permitted retention of an adequate measure of control of the intervention to meet the research objectives was no modest task. The process was a long, complex and often times difficult one. In short, over 12 months elapsed from the active commencement of the search process to the negotiation of the final site agreement. In excess of 100 companies and government agencies were contacted in writing, by phone, and/or in person by senior staff and management of the NIWL and members of the project's National Advisory Committee. An additional unknown number were appraoched by intermediary organizations including member councils of the National Work Education Consortium.

In the end, site agreements memoranda were signed for the three models to be tested, and for a comparison site to be established at which no intervention would take place, but at which workers would be administered surveys at the beginning and end of the demonstration period.

The Model I project was initiated at four plants and offices of the General Telephone and Electronics Company of California in Pomona, California. Joining GTC in sponsorship of the project were District 11 and Local 11588 of the Communication Workers of America.

The Model II project was initiated in the Cleveland, Ohio area (District I) of Local 18 of the International Union of Operating Engineers. Model II began functioning through the staff of the Joint Apprenticeship Committee which serves both the union and members of the Ohio Highway Construction Contractors Association.

Model III was launched in the Greater Hartford, Connecticut area. Some 1000 clerical and maintenance workers were targeted for attention at four State agency facilities. Main parties to the Model III project were the State of Connecticut's Division of Personnel Development (Department of Administrative Services), Connecticut State Employees Association; Connecticut Employees Union Independent and the Coordinating Committee of the North Central Region (a consortium of postsecondary education institutions).

Of the three projects begun, two were carried through to completion and provided successful tests of the respective models. These were the Model I and Model III demonstrations. Each of these projects is carefully documented in case study reports in Chapters 4 and 5 respectively.

The Cleveland, Ohio project with Local 18 of the International Union of Operating Engineers did not mature into a fair test of the Model II intervention. The reasons why are numerous - the most basic being that the project called for more attention and maintenance at the site level than local union leadership initially expected and the project called for a focus on external education opportunities which created continuing tension because the union was exclusively concerned with bolstering journeymen members' use of the area apprentice training center.

While the inability to fully test the Model II intervention was serious, it did not proscribe measurement of the impacts of the other demonstrations, and was, thus, a manageable loss. At the same time, promising program activity did take place at the Model II site. Stewards and other union cadre were trained in the Education Information Advisor functions and on principles and techniques of educational brokering. Further, as a result of the training activity, Local 18 sponsored a G.E.D. program at the union hall exclusively for union members. This was reportedly well received by the membership, and met genuine needs of the membership.

The demonstration projects resulted in significant measurable changes in workers information and knowledge of the tuition aid resource, in their attitudes toward T-A use and toward education and training and their companies and unions. From the vantage of NIWL, these demonstrations were highly successful initiatives for their knowledge development value, and of equal significance, for their impacts on institutional behaviors and individual worker outcomes.

We turn in Chapter 4 to a careful look at the changes in workers information and attitudes. From the impacts on workers, we will proceed in Chapters 5 and 6 to the impacts on participating institutions and interinstitutional relationships. . .and to participants' views on the successes and failures of these, "the Demonstrations".

CHAPTER THREE

THE IMPACTS ON WORKERS

I. Introduction

In this chapter we report the findings from two waves of data collection for the Worker Education and Training Policies Project. Data were collected on a random cross-section of workers at four sites (three demonstration and one comparison) from the summer of 1979 to the early winter of 1980. In the summer of 1980 a second cross-section of workers at each site were resurveyed. The primary objectives of the surveys were:

1. To learn about the attitudes, behaviors and knowledge of workers related to education, training, and tuition-aid.
2. To explore the role of unions, companies and education institutions in influencing the educational attitudes and behaviors of adult workers.
3. To assess the impact of three program interventions on changes in attitudes, knowledge, and whereever possible behaviors related to education, training and T-A.
4. To determine if different program interventions have different effects on workers.
5. To examine the program and policy directions these experiences contain for future activities related to worker education and training.

II. Research Design and Methods

The research design centers around repeated cross-sections of workers at three demonstration sites and a comparison site chosen to be representative of workers at these sites. A random sample of workers at each site were initially surveyed between July 1979 and January 1980 (Wave One). A second random sample at each site were surveyed in the summer of 1980 (Wave Two). The result was a repeated cross-section or trend design. The same instrument was given to samples of the same population groups before and after the program intervention. This research design allows for the determination of the influence of the program intervention on the attitudes, knowledge and short range behaviors of the workers at the demonstration sites. As Wall and Williams suggest in their discussion of trend designs, "if major events likely to influence trends are monitored between surveys then associations and even "casual" influences become possible." (1970:2-3.) Thus, by looking at overall shifts in the aggregate distribution of workers at each site we will be able to assess the net change (if any) on key outcomes.

A. Sample Design and Response Rates

The study began with a random sample of workers selected from each program site and the comparison site The sites have been described earlier in this report. At each site the wave one sample was selected through a random sampling design. The wave two samples were chosen in a similar manner. The result was two random cross-sections of workers from each site who were surveyed between six and twelve months apart.

Table 1

Data Collection from Workers in the WETPP

	Wave One			Wave Two		
Site	Date	Number of respondents	% of eligible Sample *	Date	Number of respondents	% of eligible Sample *
Model I	July '79	100	93%	June '80	101	92%
Model 2	Jan. '80	56	58%	July '80	55	77%
Model 3	Sept.'79	128	88%	July '80	85	81%
Comparison	Jan. 80	101	98%	June '80	48	55%
Total		385	85%		289	77%

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* This represents the response rates for each model. Workers who were ineligible (on leave, vacation or no longer working for the company) are not included in the calculation of the response rates.

Response rates for the wave one and wave two data collections are presented in Table 1. As the table indicates, 85% of the eligible wave one sample and 77% of the wave two sample participated in the study. For wave one the site response rates ranged from 58% for Model II to 98% for the Comparison Site. At wave two the rates ranged from 55% for the Comparison Site to 92% for Model I. As the table shows the response rate for Models I and III were relatively consistent over the two survey administrations, while the Model II and Comparison Site rates were inconsistent.

B. Data Collection Procedures

The data collection at each site was the same for each wave of the survey. In all cases group administration of the instrument was conducted by NIWL staff. At the Model I and III sites groups of workers were surveyed during working hours. Release time was given by the employer to all workers participating in the study. At these sites, due to scheduling, the survey was administered on a number of occasions and at a number of work sites. Workers were scheduled by where they worked and surveyed in small groups,(11-30 at a time). At the Model II and comparison sites workers were surveyed after work in a group setting. This was due to the nature of the occupation of these workers. In each case the participants were given instructions on the questionnaire and how to complete the instrument. After each administration a brief discussion on the study and the project was held with the participants.

Because the Model II and Comparison site samples were made up of Operating Engineers some modifications of the data collection procedures were necessary. Unlike the other model sites where the T-A plan is administered by the employer, the Operating Engineers' plans are jointly administered training funds and union administered education and safety funds. In addition, for these workers, the union runs a training center and training program.

The modifications were as follows:

- o Question 4 should read--"How long have you been an Operating Engineer?"
- o A training fund and an education and safety fund are types of tuition-aid plans
- o An apprentice training program is considered to be the same as a union run school or course
- o An apprentice training site or center is considered to be the same as a union hall
- o Question 30--A union agreement book or union handbook is the same as an employee handbook

The consequences of these modifications are discussed under the findings section of this chapter.

C. Content of the Survey

The survey instrument administered to the workers tapped a large number of dimensions and is divided into seven sections as follows:

1. General Information
2. Participation in Education and Training
3. Educational Opportunities
4. Information and Advice
5. Incentives

6. Factors Affecting Participation

7. Background Information

A copy of the survey instrument is provided in Appendix III-A. As the listing of the sections suggests, the content of the instrument was dictated by two major concerns. First, the wave one survey was to be used to describe the T-A plans at each site; the demographic distributions of the workforce; and the knowledge, attitudes, and behaviors of the workers at each site. This allowed not only for a description, but also enabled NIWL to identify program elements which could be built into the models for each site. The result is a "stop action" picture of the workers and their attitudes, knowledge and behaviors related to T-A and education and training. This description is presented later in this chapter. Second, the wave two data was to be used to assess changes in the workers, at each site and for the combined sample of workers. By looking at differences between distributions of workers differentiated by time and the presence of a program intervention we are able to assess the impact, if any, of the model programs.

D. The Comparison Site

The original design for this study included a comparison group which did not receive any form of the program intervention. In traditional evaluation research which employs a quasi-experimental design the comparison group is similar to the experimental group on key pretest (wave one) variables. The more similar the groups the more reliable the interpretations of the post-test (wave two) data. [In this instance, the comparison group proved not to meet the criteria of similarity. The highly ideosyncratic nature of the workforces at each of the intervention sites contributed to this problem. Attempts to adjust by establishing comparison groups proximate to each of the demonstration site workforces were not successful given the time available. This time problem was more pronounced given that the degree of dissimilarity of the comparison group was not discovered until after analysis of the wave one data in February, 1980.

As the discussion of the wave one findings in the next section shows, these workers did not prove to be similar to the other workers in the study. Differences were found not only in demographics but also in knowledge of T-A, and attitudes and behaviors related to education and training. The result is a comparison site that is not similar to the other sites. Any comparisons which are made must be viewed with this in mind.

This lack of an adequate comparison group would normally cause problems in interpreting the cause of any changes between the wave one and wave two data at the model sites. The nature of the problem being looked at and its history at the sites however, makes this somewhat less problematic. That is, in a situation where a problem has been functioning for a long time the need for a comparison group is less important in the determination of the impact of an intervention. In all of the model sites the use of T-A and knowledge of its existence had been very low for a long time. Since the only change at each site was the introduction of the model program any changes in attitudes, knowledge, and behaviors can be safely attributed to the intervention despite the lack of an adequate comparison group. Despite this problem with the inadequate nature of the comparison group, the discussions of the survey results which follow include the comparison group data as an additional information base. Where comparisons are made between the comparison group and the model sites, these should be viewed with the above discussion and cautions in mind.

III. Survey Results

In this section we discuss the findings for the first and second wave surveys for each of the three models and the comparison group. In addition, where appropriate we compare the findings across sites. The findings will be presented separately for each site for the first wave survey followed by the site comparisons for wave one. Then the wave two findings will be discussed. The percentages for each question for each site are presented in Appendix III B-E2. A description of the key findings from each wave of the survey follows.

A. Model I - Wave One

Sixty-one percent of the Model I workers have been employed by GT/C for five years or less. An additional 27% have been employed for more than 10 years.

In the first wave of the survey only 14% of these workers were very familiar with the T-A plan. An additional 45% were somewhat familiar. Over two-fifths reported that they were not familiar with the T-A plan. Of the 59 workers who knew about the plan almost 80% knew it was a company sponsored plan but over 21% thought it was a negotiated plan. At T^1 (Wave One) only 20% reported that they had received information about the T-A plan in the past six months. Almost 58% of these workers did not know if they were eligible to take a course under their T-A plan and almost 70% did not know how to request approval to take a course.

Of the problems reported by workers as reasons for non-use of their T-A plan only lack of information was reported as a problem by more than half (65%). Other reasons cited by a larger group of workers were "unable to pay in advance" (42%) and "not enough of the costs are covered" (32%).

Only 32% indicated that there is an individual in the GT/C who could provide information about education or careers. Even fewer (14%) indicated there was a union person available. About 97%, however, stated that they would like to talk to an advisor if one were available.

One-fourth reported that GT/C encouraged employees to use T-A benefits but only 6% reported that CWA encouraged members to use their T-A benefits.

Over all, factors related to information and advice were the most serious problems affecting these workers' decisions about participation in education and training. Specifically, when asked if there are any reasons for not pursuing further education or training that are problems ,

- 61% reported that they don't have adequate information about courses that are available;
- 56% reported that they don't have adequate information about what educational institutions are available,
- 72% reported that they do not have adequate advice or counseling about available courses and whether they are qualified to take them,
- 65% reported that they do not have adequate advice or counseling about available educational institutions, and

- 67% reported that they do not have adequate advice or counseling about their career opportunities.

In addition, scheduling (34%), favoritism in who gets approval (30%), and free time (27%) were reported as problems by these workers.

Two fifths of these workers reported that they had participated in an education program in the last two years. Of these, the vast majority did so for general knowledge (90%), for career advancement (82%) and to get a degree, diploma or certificate (77%). Only five workers, however, reported that their T-A plan paid for any part of their education. Thirty-six reported they themselves paid, 35 reported that their union paid, 15 reported that their company (not T-A) paid and 11 reported that the government paid.

When asked about the importance of further education the four most important uses sited were: to learn more (91%), to become a better worker (88%), to improve job performance (87%) and to become a more well-rounded person (85%).

The vast majority of these workers knew about the availability of educational programs but preferred on-the-job training (90%), community college (81%) and company courses (79%). They preferred, however, to have educational programs located at educational institutions (86%), the work site (73%) or the library (62%). With regards to methods of learning, these workers preferred on-the-job training (97%), workshops (85%) and lectures (82%).

There was no single source of information on T-A or education from which more than one quarter reported receiving information.

When asked from whom they would like to get information on their T-A plan 12% said "yes" to co-workers, 70% said "yes" to supervisors, 12% said "yes" to union representatives and 48% said "yes" to company "yes" representatives.

Ninety-six percent of these workers want to take further education or training, 94% think they need more and almost 80% intend to continue their education or training in the next two years. Almost 58% report that they will use their T-A benefits in the next two years.

With regard to demographic characteristics almost 55% are female, 73% are younger than 35, 81% are white, 26% are hispanic, 61% are currently married, 55% had dependent children living at home, 36% had a high school degree or less, and 78% lived in a city or its suburbs of 50,000 - 500,000 people. The vast majority work the day shift (96%), and work 40-49 hours per week (90%). Finally, 66% earn less than $15,000 annually.

B. Model II - Wave One

Almost 53% of the Model II workers have been operating engineers for more than 15 years. Only 17% have been operating engineers for five years or less.

In the first wave about 64% reported they were familiar with the T-A plan. Almost two-fifths were not familiar with the plan. Of the thirty-six workers who knew about the plan 67% thought it was union sponsored and 31% thought it was a negotiated plan.

At T^1 only 31% of these operating engineers reported that they had received information about the T-A plan in the past six months. Over two-fifths did not know if they were eligible to take a course under the plan and half did not know how to request approval to take a course.

Of the problems reported by these operating engineers as reasons for non-use of their T-A benefits only lack of information was reported by more than half (57.1%). Two-fifths were unable to pay in advance and about one-third feld there was too much red tape or education programs they wanted were not covered.

About one-fifth of these workers reported that they had participated in an education program in the last two years and almost 30% reported participation in a training program. Of these, the vast majority participated for general knowledge (82%) or to upgrade skills for present job (81%). No workers reported that their company paid for any part of their education or training under T-A but 15 reported that the union paid. For these operating engineers the union controls the T-A benefits. Eight reported they paid themselves, four reported that their company (not T-A) paid; and three reported that the government paid.

When asked about the importance of further education, the most important uses sited were:

- o to improve job performance (91%);
- o to become a better worker (87%);
- o to improve ability to read, write, speak and do math (83%);
- o to become a more well-rounded person (82%); and
- o to prepare for retirement (80%).

The vast majority of these workers know about the availability of educational programs but clearly preferred union run courses (100%) and on-the-job training (98%) to other educational programs. Their preference for location was the union hall (87%), the work site (78%) and education institutions (78%). With regard to methods of learning there was a clear preference for on-the-job training (88%), workshops and conferences (81%) and lectures or classes (81%).

The only sources of information on T-A or education from which more than one-quarter of the workers reported receiving information were union newspapers, meetings and representatives. When asked from whom they would like to get information about their T-A plan 13% said yes to co-workers, 7% to supervisors, 93% to union representatives and 13% to company representatives. Almost three-fourths of these workers reported that there is a designated individual in the union who can provide advice or information about education and careers. Only slightly more than one-third of these workers saw this individual in the past two years, yet 92% reported that they would like to talk to an adviser if one were available.

Almost 90% reported that their union encouraged members to seek additional education or training while 63% felt the union encouraged use of the T-A plan.

Of the barriers to participation in further education or learning those related to information and advice were generally the most commonly sighted. Specifically, when asked if there are any reasons for not pursuing further education in training that are problems;

- 60% reported that they don't have adequate information about courses that are available,
- 46% reported that they do not have adequate information about what educational institutions are available,
- 46% reported that they do not have adequate advice or counseling about available courses and whether they are qualified to take them,
- 44% reported that they do not have adequate advice or counseling about available educational institutions, and

- 48% reported that they do not have adequate advice or counseling about their career opportunities.

In addition, scheduling (57%), distance (49%) and free time (44%) were reported as barriers by these workers.

Eighty-seven percent of these workers want to take further education and training, 91% think they need more, and 84% intend to continue their education or training in the next two years. Sixty percent report that they will use their T-A benefits in the next two years.

The demographic characteristics of these operating engineers are as follows:

- 98% male,
- 70% 35 years old or older,
- 85% white,
- 9% hispanic,
- 86% currently married,
- 64% have dependent children living at home,
- 73% have a high school degree or less, and
- 42% live in a fairly large, a very large city or its suburbs (250,000 or more people).

Most of these workers work the day shift (87%) and work 40-49 hours per week (90%). Finally, 65% report earnings of $20,000 or more annually.

C. Model III - Wave One

Almost 54% of these workers have been employed by the State of Connecticut for five years or less and are represented by two unions; 80% by CSEA and 20% by CEUI.

In the first wave survey 75% of these workers were not familiar with the T-A plan, and only 3% were very familiar with the plan. Of the 26 workers who did know about the plan only 19% knew it was negotiated. Seventy-seven percent thought it was company sponsored.

At T^1 only 4% reported that they had received information about the T-A plan in the past six months. Almost 90% did not know if they were eligible to take a course under the plan and 81% did not know how to request approval to take a course.

Of the problems reported by these workers as reasons for non-use of T-A benefits only inadequate information was reported by more than half (66%). Two-fifths were unable to pay in advance, two-fifths were not willing to pay in advance and a little over one-third felt that not enough of the costs are covered. About 27% of these workers report participation in education during the last two years. Of these, the vast majority participated for general knowledge (86%), for career advancement (80%) and for better wages (77%). Only four workers reported that T-A paid for a part of their education. Thirteen reported they paid themselves, three reported the union paid, 12 reported the company paid (not T-A) and 5 reported the government paid.

When asked about the importance of further education the most important uses sited were:

- to improve job performance (91%)
- to get a promotion (90%)
- to become a more well-rounded person (90%)
- to become a better worker (88%)
- to learn more (86%)
- to improve ability to read, write, speak and do math (83%)

- to prepare for another job or career (82%)

Most of these workers know about the availability of educational programs but prefer on-the-job training (85%), community colleges (83%), public vocational schools (78%) and company run courses (75%) for their own educational programs. Their preference for location is clearly educational institutions (85%) or the work site (82%). As for methods of learning, preference is for on-the-job training (89%), lectures or classes (83%) and workshops or conferences (82%). There was no source of information on T-A from which more than 10% reported receiving information.

When asked from whom they would like to get information about their T-A plan 8% said "yes" to co-workers, 46% to supervisors, 22% to union representatives and 45% to company representatives. Almost one-third of these workers reported there was an individual in the company designated to provide information about education and careers. Only 8% reported that there was a union representative so designated. Ninety-six percent reported that they would like to talk to an advisor if one were available.

Thirty percent reported that the company encouraged employees to seek additional education or training but only 7% reported company encouragement for use of T-A benefits. For the union the corresponding percentages are 14% for additional education or training and 10% for use of T-A benefits.

Of the barriers to participation in further education or training the vast majority (70-84%) reported inadequate information and advice as reasons. Specifically, when asked if there are any reasons for not pursuing further education or training that are problems,

- 75% reported that they don't have adequate information about courses that are available

- 75% reported that they do not have adequate information about what educational institutions are available
- 82% reported that they do not have adequate advice or counseling about available courses and whether they are qualified to take them
- 72% reported that they do not have adequate advice or counseling about available educational institutions, and
- 84% reported that they do not have adequate advice or counseling about their career opportunities

In addition, almost half reported scheduling, favoritism on who gets approval and feeling that they will not get promoted or a new job as reasons for non-participation.

Eighty-eight percent of these employees want to take further education, 94% think they need more, but 71% intend to continue their education in the next two years. Sixty-five percent report that they will use their T-A benefits in the next two years.

The demographic make-up of this group of workers is as follows:

- 72% female,
- 63% 35 or older,
- 86% white,
- 1% hispanic,
- 50% currently married,
- 49% have dependent children living at home,
- 76% have a high school degree or less, and
- 55% live in a medium-size or fairly large city (50,000 - 500,000) or its suburbs.

Most of these workers work the day shift (92%) and work 30 - 39 hours per week (98%). Finally, 96% report earnings of less than $12,000 annually.

D. Comparison Group - Wave One

Over 61% of the comparison group workers have been operating engineers for more than 16 years. Only 10% have been operating engineers for five years or less. In the first wave almost 86% reported that they were familiar with the T-A plan. Only 14% were not familiar. Of the 84 workers who knew about the plan 53% thought it negotiated and 47% thought it was union sponsored.

At T^1, 64% of these operating engineers reported that they had received information about the T-A plan in the past six months. Only 12% didn't know if they were elegible to take a course under the plan and only 22% did not know how to request approval to take a course.

None of the reasons for non-use of T-A benefits were problems for more than one-fifth of these operating engineers. Only lack of information was a problem for 20% of the workers.

About 30% of these workers reported that they had participated in an education program in the last two years and 28% reported participation in a training program. Of those who participated the vast majority did so to be a better union member (92%), to upgrade skills for their present job (92%), and for general knowledge (92%).

Thirty-nine of these workers reported that the union paid for at least part of their education and training. Four reported that the company paid under T-A. It should be remembered that for these workers the union administers the T-A plan and benefits. Fifteen reported they paid themselves, three reported that the company paid (non T-A), and four reported that the government paid.

When asked about the importance of further education the most important uses were:

- to improve job performance (89%)
- to learn more (89%)
- to be a better union member (87%)
- to become a better worker (86%), and
- to become a more well-rounded person (83%)

Most of these operating engineers know about the availability of educational programs but clearly prefer union run schools (98%) and on-the-job training (89%) to other educational programs. Their preference for location was the union hall (89%) and education institutions (89%). With regard to methods of learning there was a preference for on-the-job training (95%), workshops (93%), lectures (90%) and informal discussion groups (88%).

Only half of these workers report that they received information about tuition-aid and education and training from union representatives and at union meetings. When asked from whom they would like to get information about their T-A plan, 6% said "yes" to co-workers, 6% to supervisors, 92% to union representatives and 5% to company representatives. Ninety-seven percent of these workers report that there is a designated individual in their union who can provide advice or information about education and careers. Almost 60% of these workers saw this individual in the past two years, yet 95% reported that they would like to talk to an advisor if one were available.

All of the workers report that their union encourages members to seek additional education or training and 88% felt that the union encourages use of the T-A plan. None of the barriers to participation in further education or training were considered to be problems by more than one-fourth of these workers.

Eighty percent of these operating engineers want to take further education or training, 84% think they need more, and 77% plan to continue their education or training in the next two years. Fifty-seven percent report that they will use their T-A benefits in the next two years.

The demographic characteristics of these operating engineers are as follows:

- 100% male
- 91% 35 or older,
- 96% white,
- 4% hispanic,
- 91% currently married,
- 67% have dependent children at home,
- 66% have a high school degree or less,
- 79% have a trade license or certificate, and
- 82% live in a small town or medium sized city (less than 250,000 people).

Most of these workers work the day shift (99%) and work 40-49 hours per week (95%). Finally, 71% report earning $20,000 or more annually.

E. Wave One Comparisons

In this section we will compare the three model sites and the comparison site on key attitude, behavior, knowledge and demographic variables. We try to assess the differences in the four groups of workers at the initial wave of the survey. It must be remembered at the outset that the four sites differ in occupation, employers, T-A plan provisions and union representation. We are dealing with an experiment in a natural setting.

The first set of comparisons looks at a number of information-related aspects of the T-A plan. In Figure 1 we compare the percentage of workers who are not familiar with their T-A plan.

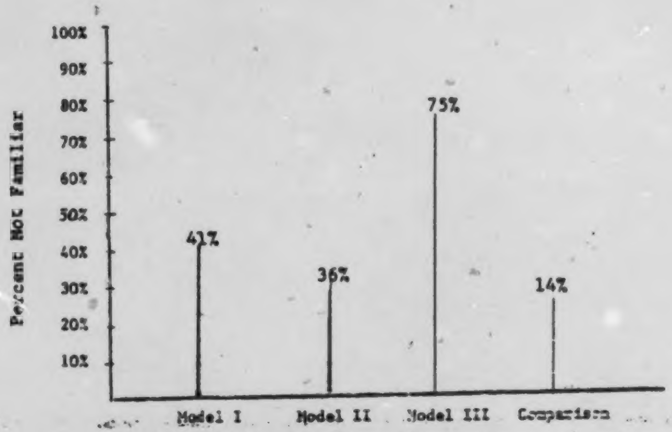

Figure 1: Knowledge of T-A Plan

Clearly, the Model III workers are least familiar with their plans and the comparison group is most familiar with only 14% reporting that they were not familiar with the plan. Models I and II are about equal in the percentage of workers not familiar with the plan.

When we look at the percentages who received information of the T-A plan the results are very similar. As Figure 2 shows, very few of the Model III workers (4%) received information while almost two-thirds of the comparison groups report receiving information about their T-A plan. Similar results are found where we look at workers' knowledge of how to request approval to take a course under the T-A plan.

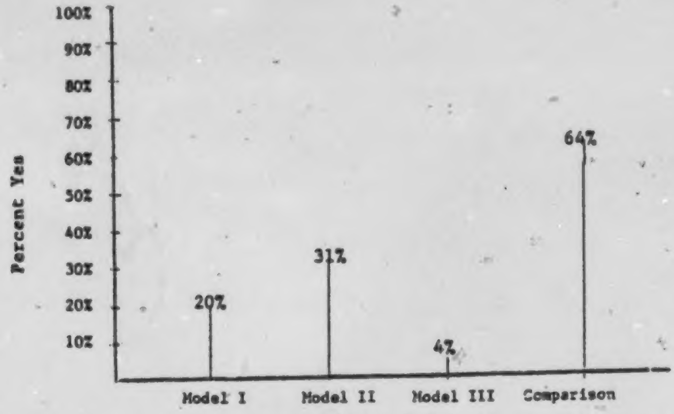

Figure 2: Received Information on T-A Plan

As Figure 3 shows 40% of the Model I and 50% of the Model II workers know how to request approval. Only 19% of the Model III workers and over three-fourths of the comparison workers report that they know how to request approval. Again, the comparison group workers appear to be most familiar with their T-A plan while the Model III workers are least familiar.

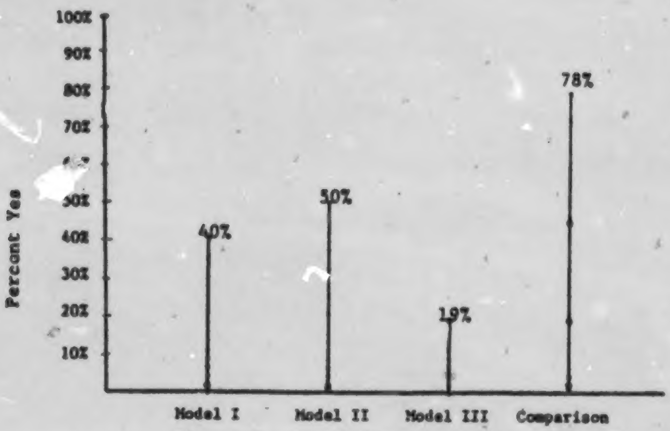

Figure 3: Knowledge of How to Request Approval

The final information related comparison looks at information as a problem for workers. As Figure 4 shows for the three experimental models, 57% (Model II) and 66% (Model I and III) perceive lack of information to be a problem compared with only 20% of the comparison group.

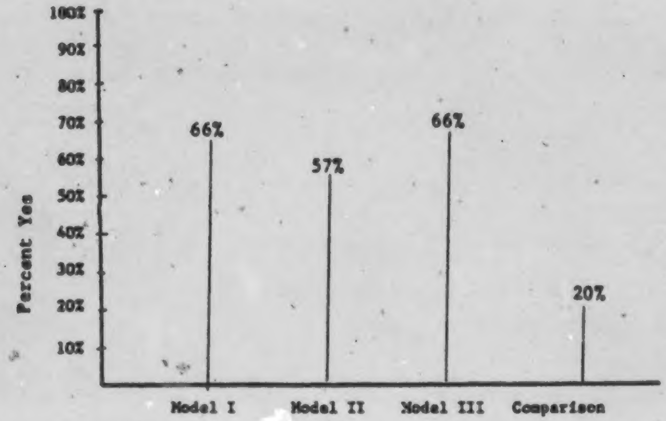

Figure 4: Information on T-A is a Problem

The next set of comparisons examines educational behaviors. In Figure 5 we see the percentage of workers who have participated in education in the past two years. The percentages for Model II, Model III and the comparison group are all similar (22%) while 40% of the Model I workers report participation.

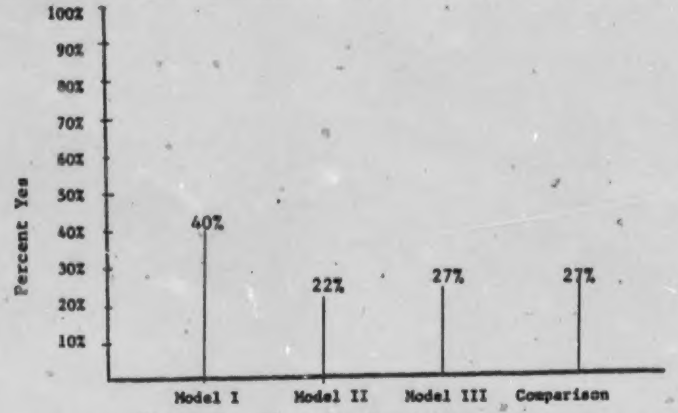

Figure 5: Education Participation

When we look at the use of T-A benefits in Figure 6 we see 5% and 4% use rates for Models I and III respectively and 27% and 37% use rates for Model II and the comparison group. These higher rates for the latter groups are due in part to the nature of their T-A plans as discussed earlier.

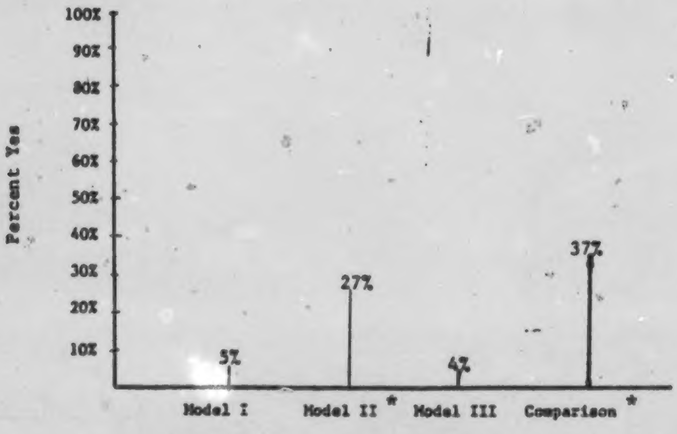

Figure 6: Use of T-A Benefits

* These include union sponsored training funds

Over 90% of all groups report that they would talk to an advisor if one were available as shown in Figure 7.

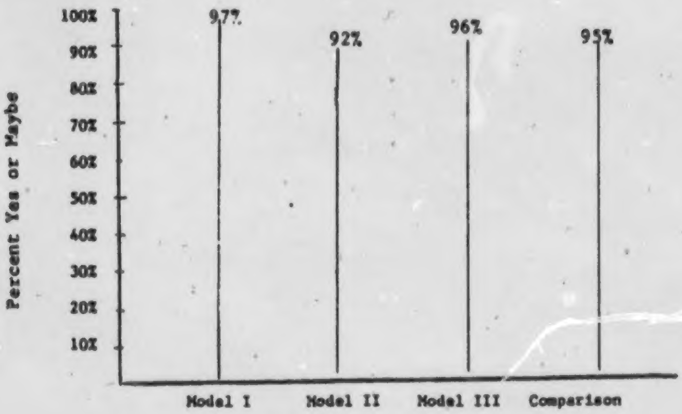

Figure 7: Would You Talk to an Advisor

The next set of comparisons look at problems related to participation in education and training. Figures 8 through 12 compare different problems for these workers. In every case the same pattern holds. Fewer workers in the comparison group report the reasons as a problem while more workers in Model III report the reason as a problem. The Model I and Model II workers are close in the percentages with more from the former reporting the reasons as problems than from the latter group.

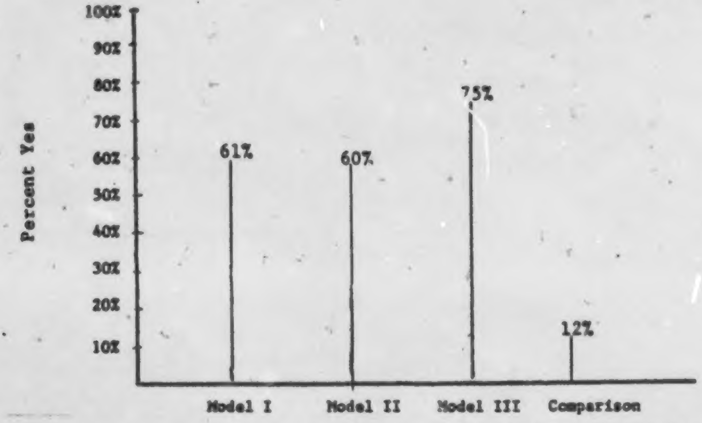

Figure 8: Problem of Inadequate Information About Courses

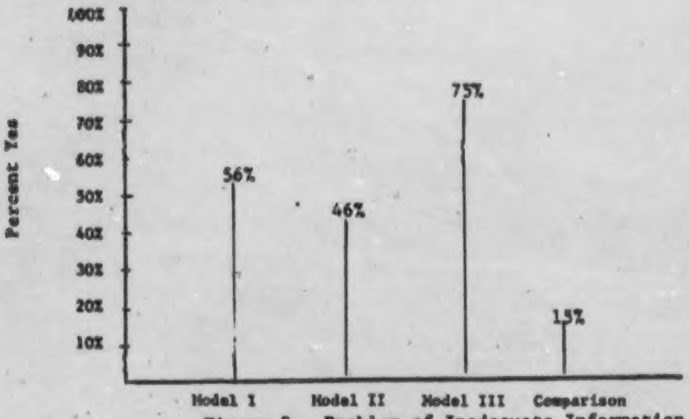

Figure 9: Problem of Inadequate Information About Education Institutions

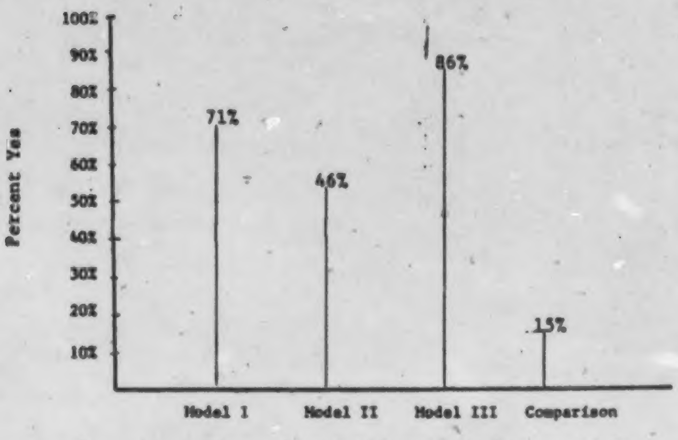

Figure 10: Problem of Inadequate Advice About Courses

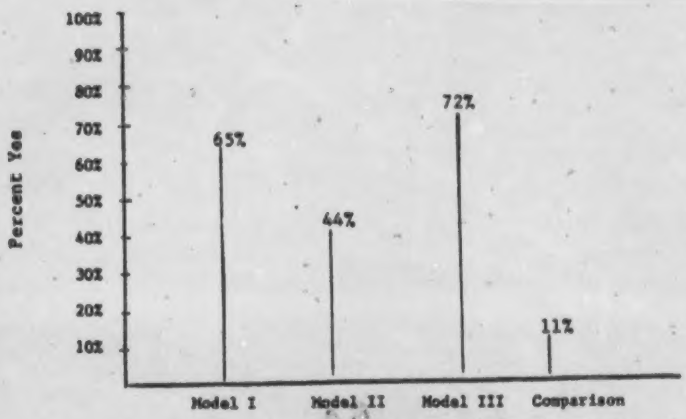

Figure 11: Problem of Inadequate Advice About Education Institutions

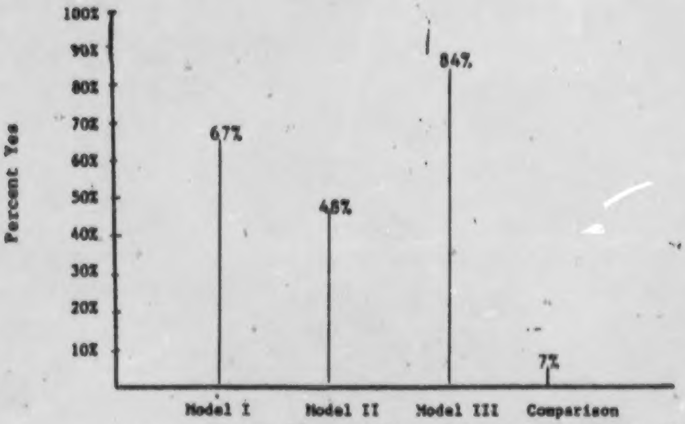

Figure 12: Problem of Inadequate Advice About Career Opportunities

When attitudes about education and future participation are examined (Figures 13-15) the four groups are fairly similar with the comparison group reporting least need for more education, lowest intent to continue education and lowest intent to use T-A in the next five years.

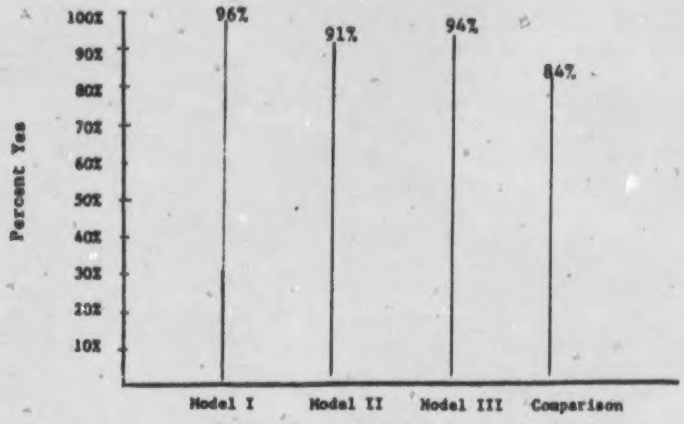

Figure 13: Need More Education

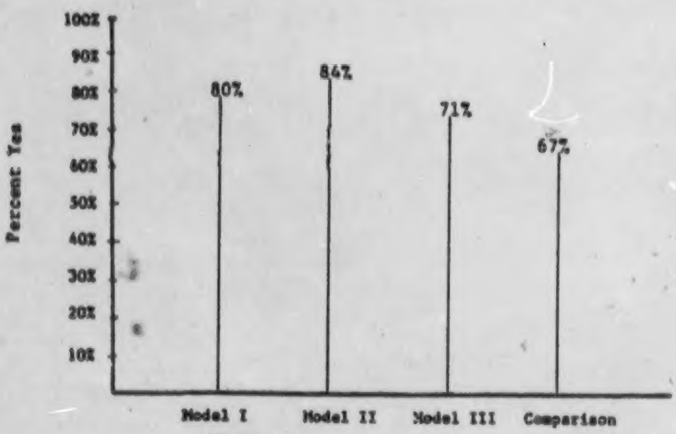

Figure 14: Intend to Continue Education in Next Two Years

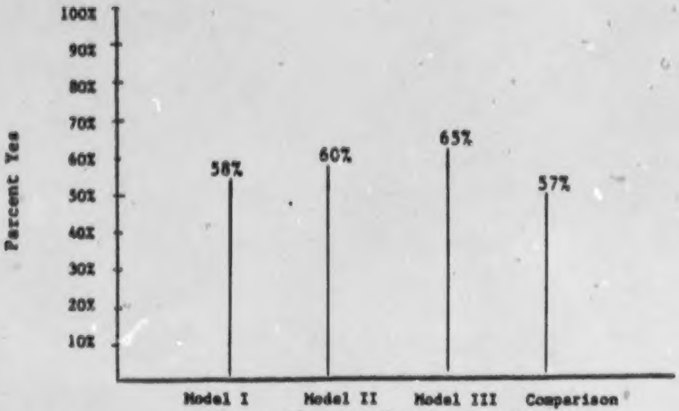

Figure 15: Use T-A in Next Two Years

In the final set of comparisons we look at demographics and other personal characteristics. The comparisons shown in Figures 16 through 21 suggest that the four groups are made up of workers who are quite different. With regard to sex (Figure 16) we see that Model I is almost half male and female, Model III is three-fourths female and Model II and the comparison groups are almost all male.

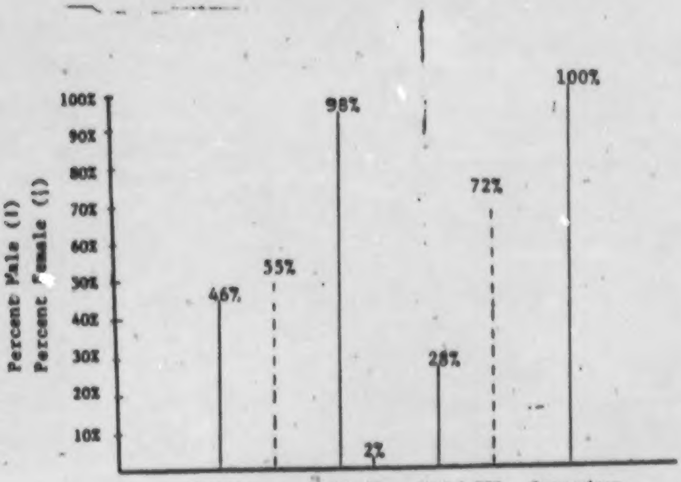

Figure 16: Sex

The age distributions are also very different. Almost three-fourths of Model I are under 35, only 9% of the comparison group, and 30% and 37% of Models II and III are in this age range.

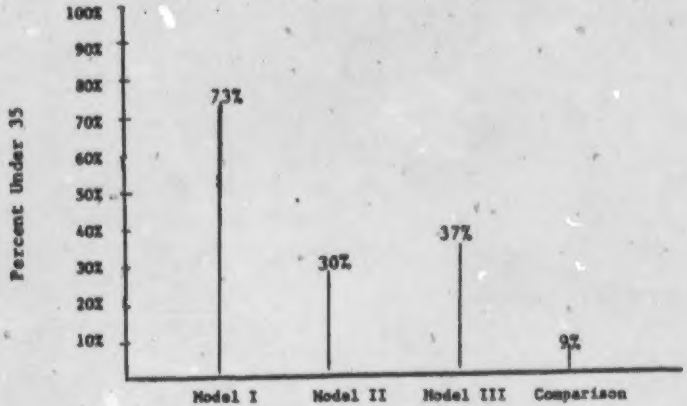

Figure 17: Age

The race and ethnic distributions show more whites in the comparison group and more hispanics in the Model I group.

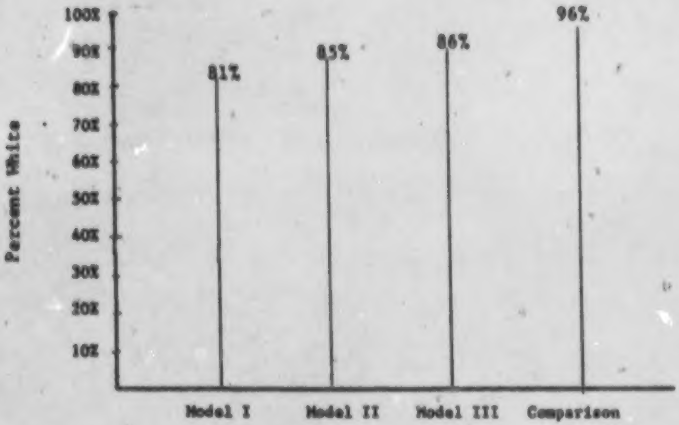

Figure 18: Race

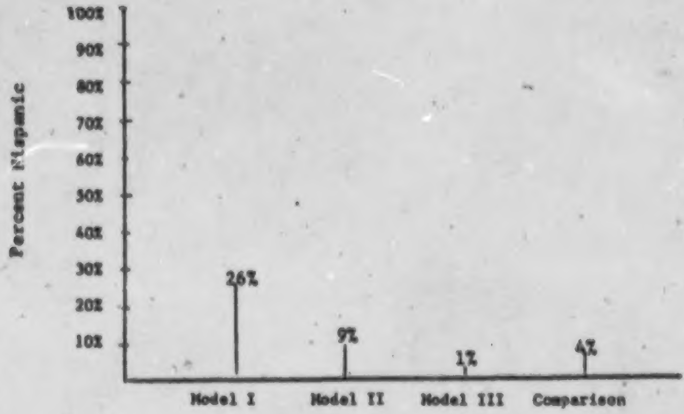

Figure 19: Ethnicity

The education levels of the four groups are also different. Only three-fourths of the Model III workers and almost three- fourths of the Model II workers have a high school education or less while 36% of the Model I workers have a similar level of education.

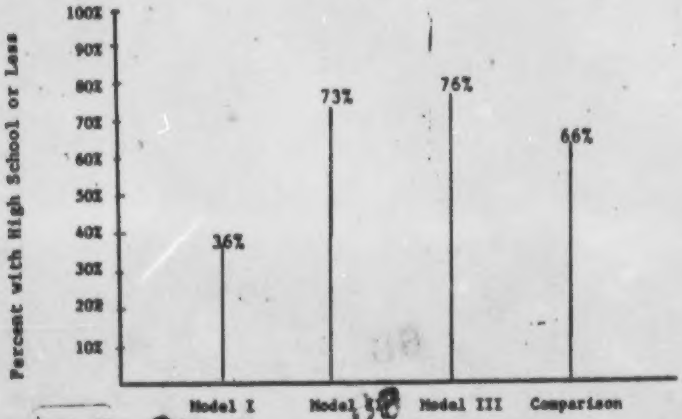

Figure 20: Education

Finally, when we look at income levels we see that the Model I and especially the Model III workers earn less per year than the Model II or comparison group workers.

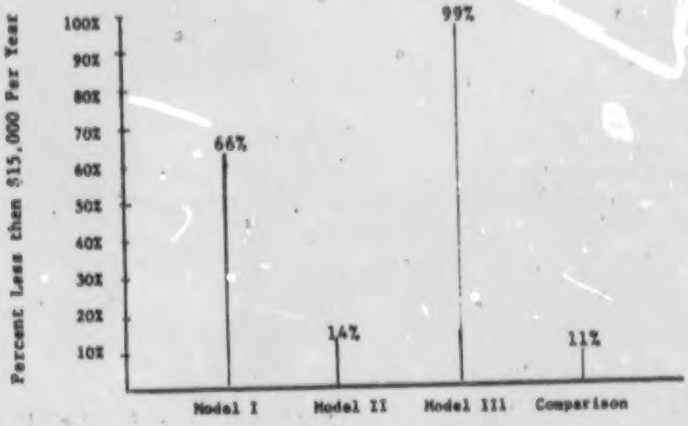

Figure 21: Income

What these comparisons suggest is that the workers in the three experimental models and the comparison group are very different. They are different in terms of attitudes, behaviors, knowledge of T-A and perceived problems related to education. The four groups of workers clearly differed at the outset of the program intervention we are trying to assess. These differences will affect any conclusions we can make regarding comparisons of the changes in these factors. Next we look at the second wave data and then move to examining the changes from T^1 to T^2 for the models.

F. Model I - Wave Two

Fifty-five percent of the cross-section of workers surveyed at Model I in wave two have been employed by GT/C for five years or less. Twenty-eight percent have been with the company for more than ten.

In the wave two sample, 23% were very familiar with the T-A plan and an additional 61% were somewhat familiar with the plan. Less than one-fifth reported that they were not familiar with the T-A plan. Of the seventy-six workers who knew about the T-A plan 71% knew it was a negotiated plan and 5% thought it was union sponsored.

At wave two almost three-fourths of the workers reported that they had received information about the T-A plan in the past six months and over 50% had received information about education and training. Forty-two percent of these workers did not know if they were eligible to take a course under the T-A plan and 54% did not know how to request approval to take a course.

Of the problems reported as reasons for non-use of T-A, lack of information was a problem for 42% of the workers. Other reasons cited were inability to pay in advance (33%), not enough costs being covered (28%) and education programs wanted were not covered (24%).

Almost two-fifths of these workers reported that they had participated in an education program in the last two years while almost 30% participated within the past six months. Of those who have participated, the vast majority did so for general knowledge (89%), for career advancement (71%), and to get a degree, certificate or diploma (66%). Nine workers reported that their T-A plan paid for at least a part of their education, 31 reported that they themselves paid, one reported that their union paid, 11 reported that their company (not T-A) paid, and seven reported that the government paid.

When asked about the importance of further education the most important uses cited by this group of workers were: to learn more (90%), to become a better worker (88%), to improve job performance (87%), to become a more well-rounded person (85%), and to improve their ability to read, write, speak and do math (81%).

The vast majority of GT/C workers at wave two knew about available educational programs and had preference for community college (85%), on-the-job training (79%) and 4-year college (74%) programs. Their preference was to have programs located at educational institutions (89%) and at the work site (67%). With regard to methods of learning, these workers prefer on-the-job training (92%), lectures (88%) and workshops (85%).

At wave two, workers reported receiving information on T-A from handouts (56%), company newsletter (37%), co-workers (30%), supervisors (30%), union representatives (28%), company meetings (28%) and bulletin board notices (26%). When asked from whom they would like to get information in their T-A plan these workers said yes to co-workers (15%), supervisors (53%), union representatives (25%) and company representatives (50%).

In wave two 58% indicated that there is a company official who could provide information about education or careers and 37% indicated that there was a union person so designated. Almost half of these workers saw this person in the past six months and three-fourths of these found the meeting useful or helpful. Ninety-six percent, however, stated that they would like to talk to an advisor about their educational or career plans.

Almost 55% reported at wave two, that GT/C encouraged employees to use T-A benefits and almost 40% reported that their union (CWA) encouraged members to use these benefits.

Overall, factors related to information and advice were the major problems affecting decisions to participate in education or training by workers at wave two. Specifically, when asked if there were any reasons for not pursuing further education or training that are problems,

- o 60% reported that they don't have adequate information about courses that are available,
- o 50% reported that they do not have adequate information about what educational institutions are available,
- o 61% reported that they do not have adequate advice or counseling about available courses and whether they are qualified to take them,
- o 51% reported that they do not have adequate advice or counseling about available educational institutions,
- o 57% reported that they do not have adequate advice or counseling about their career opportunities,

In addition, scheduling (52%), work schedule (41%), and free time (38%) were reported as problems for these workers.

Ninety percent of the workers at wave two want to take further education or training, 95% think they need more and almost 80% intend to continue their education or training in the next two years. Also, 65% report that they will use their T-A benefits in the next two years.

The demographic characteristics of the wave two workers show that 55% are female, 68% are younger than 35, 81% are white, 23% are hispanic, 55% are currently married, 48% have dependent children living at home, 32% have a high school degree or less, and 81% lived in a city or its suburbs (50,000 or more). Most of these workers work the day shift (92%) and work 40-49 hours per week (87%). Finally, at wave two, the majority of workers (61%) reported that their annual earnings were less than $17,500.

G. Model II - Wave Two

Of the workers surveyed in wave two, 59% have been operating engineers for more than 15 years. Only 26% have been in this occupation for five years or less.

On the second wave survey almost 60% of the workers reported that they were familiar with the T-A plan. Of the 27 workers who knew about the plan, 70% thought it was union sponsored and 26% thought it was a negotiated plan.

Only 32% of these workers reported that they had received information about the T-A plan in the past six months and 39% had received information about education and training. Over two-fifths of the workers did not know if they were eligible to take a course under the T-A plan and 54% did not know how to request to take a course.

The problems reported by these operating engineers as reasons for non-use of T-A were as follows:

- 32% reported that there was too much red tape,
- 32% reported that the education programs they wanted were not covered,
- 33% reported that the education institutions they wanted were not covered,

- 40% reported that they have inadequate information,
- 37% reported that not enough of the costs are covered,
- 41% reported that they were unable to pay in advance, and
- 43% reported that they were unwilling to pay in advance.

Only 6 of these workers reported that they participated in an education program in the past two years but four had participated in the past six months. Six workers reported that they had participated in a training program in the past two years and five participated in the past six months. Of these, the majority participated for general knowledge (81%), to be a better union member (79%), for career advancement (77%), or for better wages (77%).

When asked who paid for (any part) of their education or training, two said that their company paid under T-A, but 9 said that the union paid. The operating engineers union administers the T-A benefits. Eight reported that they themselves paid, and five reported that the government paid.

When asked about the importance of further education or training the most important uses cited were:

- to improve job performance (94%),
- to learn more (94%)
- to be a better union member (89%),
- to prepare for retirement (88%),
- to become a more well-rounded person (88%), and
- to improve ability to read, write, speak or do math (84%)

Most of these workers know about available education programs but preferred union run schools (92%), and on-the-job training (85%). Their preference for program location was the union hall (89%), the work site (79%) and educational institutions (79%). With regard to methods of learning there was a clear preference for on-the-job training (95%), workshops (94%) and lectures (90%).

The only sources of information on T-A from which more than one-fourth of the workers reported receiving information were union meetings (35%), the union newspaper (31%) and union representatives (31%). When asked from where they would like to get information on their T-A plan, these workers said "yes" to co-workers (6%), supervisors (6%), union representatives (80%), and company representatives (7%).

At wave two, only 17% indicated that there is a company official who could provide information about education and careers. Almost three-fourths, however, indicated that there is a union person so designated. Only nine people saw this individual in the past two years and only five in the last six months.

Two-thirds of these found the meeting useful or helpful. Almost 90% stated that they would like to talk to an adviser about their educational or career plans.

Only 16% reported that their company encouraged use of T-A benefits but almost half indicated that their union encouraged such use.

Overall, factors related to information and advice were considered to be the major problems in relation to continuing education or training. When asked if there were any reasons for not pursuing further education or training that are problems;

- o 57% reported that they don't have adequate information about courses that are available

- 55% reported that they do not have adequate information about what educational institutions are available
- 6% reported that they do not have adequate advice or counseling about available courses and whether they are are qualified to take them
- 63% reported that they do not have adequate advice or counseling about available educational institutions, and
- 68% reported that they do not have adequate advice or counseling about their career opportunities

In addition, distance to where programs are offered (50%), work schedule (50%), and education schedules (42%) were reported as problems by these operating engineers.

On wave two 78% indicated that they want to take further education or training, 80% think they need more and 60% intend to continue their education or training. Also, 55% report that they intend to use their T-A benefits in the next two years.

The demographic characteristics of these operating engineers are as follows:

- 100% male
- 82% 35 years old or older,
- 90% white,
- 6% hsipanic,
- 81% currently married,
- 47% have dependent children living at home,
- 82% have a high school degree or less, and
- 55% live in a city or its suburbs (50,000 or more).

Most of these workers work the day shift (94%) and 93% work between 40-49 hours per week. Finally, 74% of these workers in wave two reported annual earnings of $17,500 or more.

H. Model III - Wave Two

Fifty-one percent of the cross-section of workers surveyed at wave two report that they have been employed by the State of Connecticut for five years or less. These workers are represented by two unions: 75% by CSEA and 25% by CEUI.

At wave two, 74% of the workers were familiar with their T-A plan. Only 26% reported that they were not familiar with the T-A plan. Of the 62 workers who knew about the T-A plan, almost 70% knew it was a negotiated plan. Over 30%, however, thought it was either company sponsored (22%) or union sponsored (9%).

Over half (53%) of the wave two workers reported that they had received information about the T-A plan in the past six months and 56% had received information about education and training. Fifty-three percent of these workers did not know if they were eligible to take a course under the T-A plan and 59% did not know how to request approval to take a course.

Of the problems reported as reasons for non-use of T-A, lack of information was a problem for 40%. Other reasons cited were inability to pay in advance (36%) and not enough costs being covered (32%).

Of these workers, 26% reported that they had participated in an education program in the past two years, with 23% reporting participation in the past six months. Of those who have participated, the vast majority did so for better wages (76%), career advancement (75%) and for general knowledge (73%). Five workers in wave two reported that tuition-aid paid for at least a part of their education, 11 reported that they paid themselves, one reported that their union paid, ten reported that their company (non-T-A) paid, and ten reported that the government paid.

When asked about the importance of further education or training the most important uses cited by these workers were: To improve job performance (89%), to learn more (86%), to get a promotion (86%) and to become a more well-rounded person (80%).

Most of the Connecticut workers at wave two knew about available education programs and preferred on-the-job training (80%), community colleges (78%) and public vocational schools (74%). Their preference for program location was educational institutions (82%) and the work site (78%). With regard to methods of learning these workers prefer on-the-job training (90%), lectures (83%), and workshops (81%).

On the wave two survey, workers reported receiving information on T-A from union representatives (25%), co-workers (24%), company newsletters (20%) and bulletin board notices (19%). When asked from whom they would like to get information on their T-A plan these workers said "yes" to co-workers (8%), supervisors (49%), union representatives (33%) and company representatives (37%).

At wave two, 58% indicated that there is a company official who could provide information about education or careers and 34% indicated that there was a union person so designated. Thirty-eight percent of these workers saw this person in the past six months and almost three-fourths of these found the meeting useful or helpful. Ninety-four percent, however, stated that they would like to talk to an adviser about their educational or career plans.

On the wave two survey almost one-third of the workers reported that their employer and their union encouraged use of T-A benefits.

Overall, factors related to information and advice were perceived as problems by these workers in relation to continuing their education or training. When asked if there were any reasons for not pursuing further education or training that are problems,

- 47% reported that they don't have adequate information about courses that are available,
- 48% reported that they do not have adequate information about what educational institutions are available,
- 54% reported that they do not have adequate advice or counseling about available courses and whether they are qualified to take them,
- 48% reported that they do not have adequate advice or counseling about available educational institutions,
- 55% reported that they do not have adequate advice or counseling about their career opportunities.

In addition, scheduling (47%), unsafe location of programs (34%) and distance (33%) were reported as problems for these workers.

In the wave two survey 78% of the workers reported that they want to take further education or training, 83% think they need more and 62% intend to continue their education and training. Also, 56% report that they intend to use their T-A benefits in the next two years.

The demographic make-up of the wave two workers is as follows:

- 77% female,
- 36% under 35 years old,
- 89% white,
- 3% hispanic,

- o 42% currently married
- o 32% have dependent children living at home,
- o 64% have a high school diploma or less, and
- o 70% live in a city or its suburbs (50,000 or more).

All of these workers work the day shift and almost 98% work 30-39 hours per week. Finally, 68% of the workers at wave two reported annual earnings of less than $10,000.

I. Comparison Group - Wave Two

Half of the comparison group workers at wave two have been operating engineers for more than 16 years. Only 17% have been operating engineers for five years or less.

In the wave two survey, 73% of the workers reported that they were familiar with their T-A plan. Of the workers who knew about the plan 61% thought it was union sponsored while 36% thought it was a negotiated plan.

Almost half of the comparison group reported receiving information about the T-A plan in the past six months and 71% indicated that they received information about education and training. One-fourth of the workers did not know if they were eligible to take a course under the T-A plan and 24% do not know how to request approval to take a course.

Of the problems reported as reasons for non-use of T-A, not enough costs covered (30%) and inability to pay in advance 27% were the only problems cited by more than one-fourth of the workers.

Only 8% of these workers reported that they had participated in an education program and 23% reported participating in a training program. Of these, the vast majority did so for better wages (91%), for general knowledge (88%), for career advancement (88%) and to upgrade skills (85%). Two operating engineers reported that T-A paid for at least a part of their education or training but nine said the union paid and the union administers the T-A plan. Six workers reported that they themselves paid, two that their company (not T-A) paid and two that the government paid.

When asked about the importance of further education and training the most important uses cited were:

- to become a better worker (90%)
- to improve job performance (85%)
- to prepare for retirement (79%)
- to be a better union worker (78%), and
- to learn more (77%)

Most of the operating engineers at wave two knew about available education programs but clearly preferred union run courses (100%) and on-the-job training (95%). They preferred to have education programs located at the union hall (89%) or the work site (84%) and preferred on-the-job training (100%) and workshops (86%) as the method of learning.

On the wave two survey the operating engineers reported receiving information on T-A at union meetings (41%), from union representatives (35%) and from mailings to their homes (33%). When asked from whom they would like to get information on their T-A plan they said "yes" to co-workers (13%), supervisors (10%) union representatives (83%) and company representatives (2%).

Over 75% of these operating engineers indicated that there was a union person designated to provide advice about education and careers. Thirty-eight percent saw this person in the past six months and 44% of these found the meeting useful or helpful. Almost 90% stated that they would like to talk to an advisor about their educational or career plans.

Fifty-seven percent of these workers report that their companies encourage use of T-A and 82% report that their union encourages use of T-A. The problems for participation in education or training reported by these workers were: distance (33%), schedules of education programs (31%) and work schedules (31%).

In the wave two survey 65% of the operating engineers reported that they want to take further education or training and 64% think they need more. Half intend to continue their education or training and 48% intend to use their T-A benefits in the next two years.

The demographic characteristics of these operating engineers are as follows:

- 100% male,
- 78% 35 or older,
- 93% white,
- 8% hispanic,
- 86% currently married
- 48% have dependent children living at home,
- 64% have a high school degree or less,
- 56% have a trade license or certificate and
- 79% live in a small town or medium sized city.

All of these workers work the day shift and 93% work 40-49 hours per week. Finally, 73% report earnings of $17,500 or more annually.

IV. Program Effects - Changes Over Time

This section provides a discussion of the program effects on the attitudes, knowledge and behavior of workers at the model sites. The analysis focuses on change which is defined as a difference between distributions differentiated by time. As we stated earlier, it is safe to attribute any change to the program intervention because: (a) major events likely to influence changes were monitored and controlled in the project; and (b) the history of attitudes and behavior has been constant for so long.

In addition to presenting the changes that resulted from the program models, it is important to discuss "lack of change" or stability. It will be important not only to know which attitudes and behaviors remain stable, but it will also be critical to assess in which areas the programs had little affect or where the model needed expanding or additional components. What follows then, is a discussion of change and stability in the attitudes, knowledge and short-range behavior of workers related to education, training and T-A. The true test of the success of these programs, however, is three, five and ten years in the future. Behavioral outcomes such as increases in participation in education and training; occupational, career and other adult transitions; and changes in workplace behaviors (productivity, performance quality, morale, absenteeism) cannot be expected to occur in the six months to one year that these programs operated. We discuss the program effects on knowledge, behaviors and attitudes for each model in turn.

Since the workers at the three models and one comparison site did not start with similar knowledge, attitudes and behaviors, any comparison of the changes would be misleading. As the data presented in Part III of this section showed, the workers were very different at the start of the project. A change of 10% on one variable may be significant for Model I and not significant for Model III. Any comparisons, therefore, must be viewed with this in mind.

Contingency tables are used for the analyses, whereby, wave two results are compared to wave one results by assessing the change in the distribution over time. Difference of percentage or a Z score is calculated and level of significance determined. Since the direction of change is being predicted, a one-tailed test of significance is employed.

A. Model I

TABLE 1: KNOWLEDGE AND INFORMATION

A key element in this model program was to increase worker knowledge about their T-A plan by improving the flow of information to workers about these plans. Tables 2 through 5 show changes in various aspects of worker knowledge about TA and information delivery.

TABLE 2: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS FAMILIAR WITH THE EXISTENCE OF A TUITION-AID PLAN.

	Very or Somewhat Familiar	Not Familiar	N
T_1	59.0	41.0	100
T_2	84.0	16.0	100
T_2-T_1	25.0	-25.0	

Z=3.93

Significance = .000

Table 2 shows that there is a significant change in worker familiarity with the existence of a T-A plan. Twenty-five percent more workers at T_2 were very or somewhat familiar with the T-A plan than at T_1. With a significance level of .000, this suggests that there is a significant difference between T_2 and T_1 workers with regard to their familiarity with their TA plan.

TABLE 3: CHANGE IN PERCENTAGE OF MODEL I WORKERS WHO HAVE RECEIVED INFORMATION ABOUT TUITION-AID IN THE LAST SIX MONTHS.

	YES	NO	N
T_1	20.0	80.0	95
T_2	72.5	27.5	91
T_2-T_1	52.5	-52.5	

Z=7.35

Significance = .000

In Table 3, we see a drastic increase in the percent of workers who received information on their T-A plan as a consequence of the program. The increase of over 50 points resulted in a highly significant Z score.

TABLE 4: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO KNOW IF THEY ARE ELIGIBLE TO TAKE A COURSE UNDER THEIR TA PLAN.

	YES	NO	N
T_1	42.0	58.0	76
T_2	58.0	42.0	90
T_2-T_1	16.0	-16.0	

Z=2.05

Significance = .02

When worker knowledge of eligibility is assessed in Table 4, we find a change of 16 points. That is, 16% more workers at T_2 know if they are eligible than at T_1. The change is significant at the .02 level. In other words, there is a significant difference between T_2 and T_1 workers on their knowledge of eligibility.

The final variable related to knowledge of TA assesses worker knowledge of how to request approval to take a course.

TABLE 5: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER THE TA PLAN

	YES	NO	N
T_1	30.0	70.0	68
T_2	46.0	54.0	92
T_2-T_1	16.0	-16.0	

Z=2.05

Significance = .02

Again, we find a 16% change between T_2 and T_1 which suggests a significant difference in worker knowledge of how to request course approval before and after the program interventions.

Another way of assessing the programs impact on knowledge and information delivery is to see if there is any change in worker perceptions about inadequate information on T-A being a problem.

TABLE 6: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO REPORT INADEQUATE INFORMATION ABOUT T-A TO BE A PROBLEM

	Yes, it is a problem	No, it is not a problem	N
T_1	65.6	34.4	64
T_2	41.9	58.1	86
T_1-T_2	-23.7	+23.7	

Z = 2.91

Significance = .002

Table 6 confirms our other findings. The percentage of workers who considered inadequate information about TA to be a problem decreased by over 23 points, a highly significant change.

In addition to looking at changes in worker knowledge and general information delivery, we were able to assess any changes in how this information on T-A was delivered. In Table 7, we show changes in the percentage of workers who report receiving information on T-A from each source.

TABLE 7: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS RECEIVING INFORMATION ON T-A

Method of Delivery	T_1	T_2	$T_2 - T_1$	Z	Significance
Employee handbook	23.0	24.8	1.8	.33	N.S.
Handouts to employees	9.0	56.4	47.4	7.12	.000
Mailings to home	10.0	13.9	3.9	.62	N.S.
Bulletin board notices	17.0	25.7	8.7	1.55	.10
In company newspapers or newsletters	20.0	36.6	16.6	2.66	.004
In union newspaper	3.0	18.8	15.8	3.64	.000
At union meetings	1.0	10.9	9.9	3.13	.001
At company meetings	4.0	27.7	23.7	4.62	.000
From counselor or adviser	6.0	12.9	6.9	1.71	.04
From co-workers	22.0	29.7	3.9	1.29	.10
From supervisors	25.0	29.7	4.7	.79	N.S.
From union representatives	2.0	27.7	25.7	5.20	.000

In every case, a higher percentage of workers at T_2 reported receiving information on TA from that source. Only three of the twelve methods showed insignificant changes while handouts, union representatives and company meetings had highly significant changes of over 20%

While the Model I program was primarily concerned with delivering better and more complete information about T-A, we found that education and training information was also given to workers.

TABLE 8: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO HAVE RECEIVED INFORMATION ABOUT EDUCATION AND TRAINING IN THE LAST SIX MONTHS

	YES	NO	N
T_1	32.3	67.7	96
T_2	52.3	47.7	86
T_1-T_2	20.0	-20.0	

Z = 2.74

Significance = .003

As Table 8 shows, there has been a significant change in the percentage of workers who reported receiving information about education and training.

In addition to knowledge about T-A, we were interested in assessing any changes in worker knowledge of the availability of education and career advisors through their company and their union. As Tables 9 and 10 clearly demonstrate, there were significant differences in the knowledge of workers between T_1 and T_2. Over 26% more workers at T_2 knew about the availiability of advisor from the company and over 23% more knew about a union advisor.

TABLE 9: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO KNOW ABOUT A COMPANY REPRESENTATIVE WHO CAN PROVIDE ADVICE OR INFORMATION

	YES	NO/DON'T KNOW	N
T_1	31.6	68.4	98
T_2	58.3	41.7	96
T -T	26.7	-26.7	

Z = 3.61

Significance = .000

TABLE 10: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO KNOW ABOUT A UNION REPRESENTATIVE WHO CAN PROVIDE ADVICE OR INFORMATION

	YES	NO/DON'T KNOW	N N
T_1	13.7	86.3	95
T_2	36.8	63.2	95
T_2-T_1	23.1	-23.1	

Z = 3.65

Significance = .000

2 - Behaviors

While there were a large number of variables which were used to assess program impact on knowledge and information delivery, there were only a few measures which directly assess worker behaviors. As we stated earlier, however, we would expect to see behavioral changes further in the future. Never-the-less, we are able to look at changes in participation in education and training, use of T-A and use of an education or career advisor.

TABLE 11: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PARTICIPATED IN AN EDUCATION PROGRAM

	YES	NO	N
T_1	40.4	59.6	94
T_2	36.4	63.4	99
T_2-T_1	-4.0	4.0	

Z = .57

Significance = N.S.

As Table 11 suggests, there was no real change in education participation.* The slight decrease of 4% is non-significant. When we look at participation in a training program, the difference is even smaller (see Table 12).

TABLE 12: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PARTICIPATED IN A TRAINING PROGRAM

	YES	NO	N
T_1	26.4	73.6	91
T_2	28.7	71.3	94
T_2-T_1	2.3	-2.3	

Z = .348

Significance = N.S.

In Table 13, we look at the use of T-A benefits. While the increase from 5% to 9% is not significant in terms of statistical tests when compared to national use rates, the 9.0% is very high. Again, however, it would be incorrect to base any strong conclusions on this because of the limited operational time for the model program.

TABLE 13: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO USED THEIR T-A BENEFIT (NO + NON-RESPONSE COMBINED)

	YES	NO/NO RESPONSE	N
T_1	5.0	95.0	100
T_2	9.0	81.0	101
T_2-T_1	4.0	-4.0	

Z = 1.11

Significance = N.S.

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* Because of large item non-response, we were forced to use the questions which ask about participation in the last two years rather than the last six months.

Our final behavioral criteria looks at changes in the percentage of workers who have seen an advisor in the last six months. Since the program model trained EIAs to deliver information to workers, we would expect to see some change on this variable.

TABLE 14: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO HAVE SEEN AN ADVISOR IN THE LAST SIX MONTHS (NO AND NO-RESPONSE COMBINED)

	YES	NO/NO RESPONSE	N
T_1	10.0	90.0	100
T_2	31.8	68.2	101
T_2-T_1	21.8	-21.8	

Z = 3.76

Significance = .000

As Table 14 shows, alsmot 22% more workers saw an advisor at T_2 than at T_1, a very significant difference.

3 - Attitudes

In addition to changes in worker knowledge, information delivery and behaviors, we were interested in looking for any attitudinal changes that may have resulted from the model program. As such, we will look at attitudes related to T-A, education and training and company and union encouragement.

Earlier we discussed the change in worker perceptions of inadequate information about TA as a problem. Since the problem of inadequate information was reduced, it will be interesting to see if worker attitudes about other problems changed as a result of the project. As Table 14 shows, in almost every case the percentage of workers reporting a reason as a problem decreased by a small amount.

TABLE 15: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS REPORTING A REASON AS A PROBLEM RELATED TO USE OF TA BENEFITS (YES ONLY)

REASON	YES T_1	T_2	T_2-T_1
Too much red tape in applying for and getting approval for education or training	24.6	22.1	-2.5
Education programs I want to take are not covered under the tuition-aid plan	12.5	24.4	11.9
Educational institutions I want to go to are not covered under the plan	17.5	14.6	-2.9
Not enough of the costs are covered under the plan	31.6	27.5	-4.1
I am not able to pay in advance even though I will be reimbursed	41.7	32.6	-9.1
I am not willing to pay in advance	21.4	18.8	-2.6

The only reason that showed an increase was related to coverage of educational programs. This may be due, in part, to the fact that more workers knew about the T-A plan and what programs are covered.

Also related to TA is the perception of workers concerning the future use of TA benefits. When asked if they intend to use their T-A benefits in the next two years, we find a small increase (7) points in the percentage of workers at T_2 who said yes. This is shown in Table 16.

TABLE 1 : CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO WILL USE THEIR T-A BENEFITS IN THE NEXT TWO YEARS.

	YES	NO	N
T_1	58.0	42.0	94
T_2	65.0	35.0	94
T_2-T_1	7.0	-7.0	

Z = .972

Significance = N.S.

While there was no significant change, the fact that almost 60% at T_1 and 65% at T_2 said yes suggests that a consistently large proportion of workers intend to use their T-A benefits.

The next set of data examine worker attitudes about education and training. First, we look at worker attitudes about the personal importance of further education or training. Here we find a considerable degree of consistency between workers at T_1 and T_2. As Table 17 shows, the top four rankings are the same at both points in time.

TABLE 17: TOP FIVE RANKINGS OF THE PERSONAL IMPORTANCE OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING BY MODEL I WORKERS

	T_1	T_2
To complete an educational program for a diploma, certificate, or degree		
To meet new people		
To become a more well-rounded person	4	4
For social skills		
To improve job performance	3	3
To learn skills for hobbies		
To be a better union member		
To improve my ability to read, write, speak, and do math		5
To be a better parent		
To get a promotion		
To improve family life		
To prepare for another job or career	5	
To better understand community issues		
To learn more (knowledge for the sake of knowledge)	1	1
to be a better worker	2	2
To prepare for retirement		

Preferences for educational programs, locations and methods were also consistent across times. At T_1 the highest percentage of workers preferred on-the-job training followed by community college programs. At T_2 the order was reversed, but these two programs still ranked the highest in those preferred by workers. At both T_1 and T_2, workers preferred to have their programs located at educational institutions and the work site more than at any other location. Also, with regard to preference for methods of training workers ranked on-the-job training, lectures and workshops the highest at both T_1 and T_2.

Workers were also asked a series of questions about educational goals, needs and future participation. In Figure 22, we see that very large percentages of workers at both T_1 and T_2 report that they want to take further education or training.

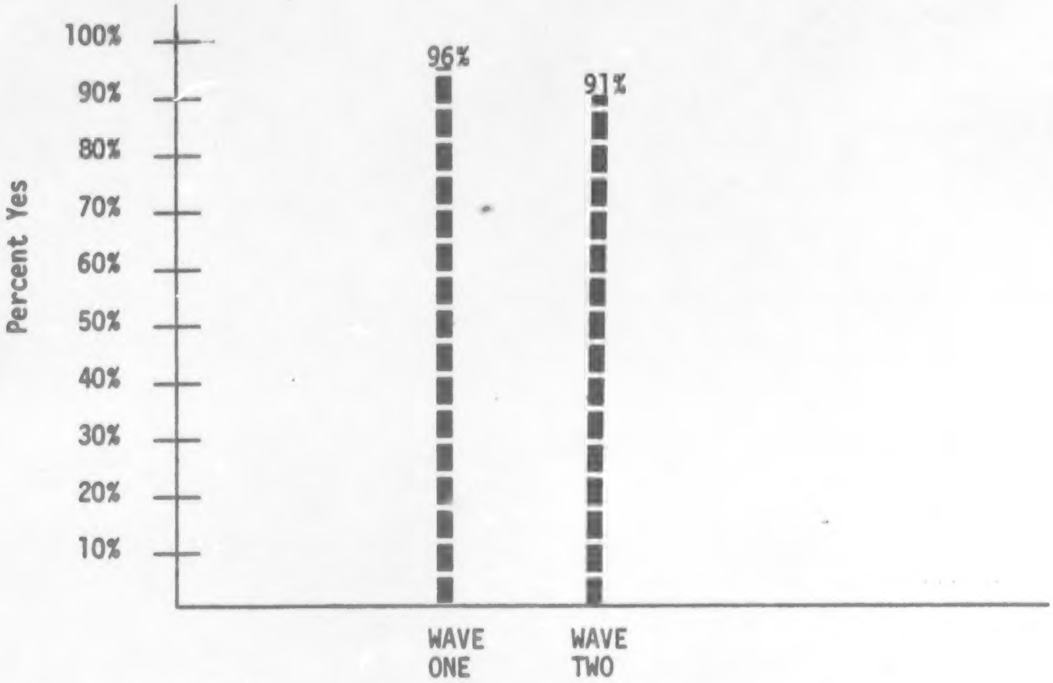
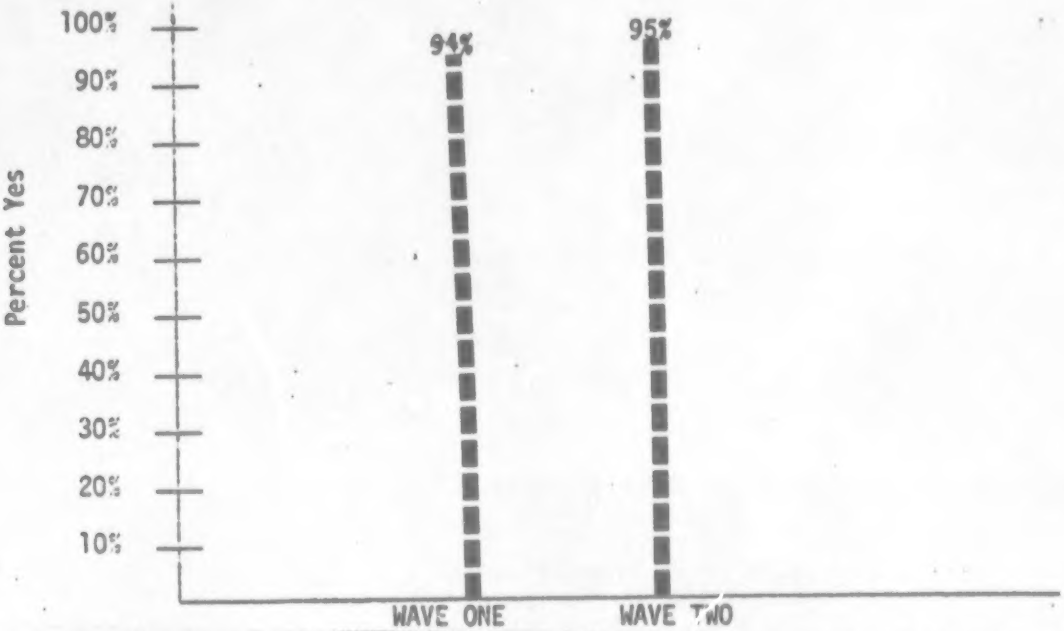
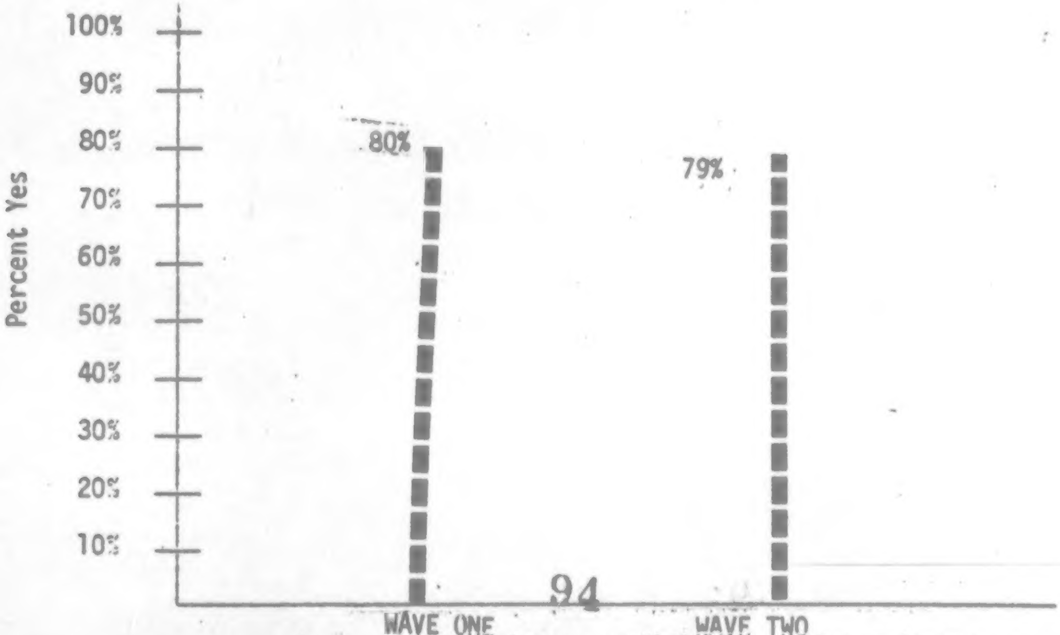


Figure 22: Want More Education - Model I

Equally high percentages at both times feel that they need more education. Well over 90% at each report they need more education or training. (See Figure 23).



that they intend to continue their education or training in the next two years. Almost 80% of both the T_1 and T_2 sample of workers intend to continue their learning.



The final set of variables related to educational participation looks at barriers that workers perceive as affecting their educational participation. While the percentage of workers reporting most of the reasons as problems remained constant and low (see earlier section for a description) there were some changes that should be discussed. There were also some reasons that showed little change but which are problems for a large proportion of workers. These will also be presented.

Table 16 shows the change in the barrier of inconvenient educational scheduling. As the table suggests, there is a significant increase in the percentage of workers who consider this to be a problem. This increase may be due, in part, to the increased awareness of T-A benefits and educational offerings by these workers. This increased knowledge may cause new problems to emerge and scheduling appears to be one of these.

TABLE 16: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INCONVENIENT SCHEDULING OF EDUCATION PROGRAMS AS A PROBLEM.

	Yes, it is a problem	No, it is not problem	N
T_1	34.0	60.0	97
T_2	51.6	48.4	91
T_2-T_1	17.6	-17.6	

Z = 2.44

Significance = .007

Tables 17-21 look at changes in problems related to information and advice.

TABLE 17: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INADEQUATE INFORMATION ABOUT AVAILABLE COURSES AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	61.2	38.8	98
T_2	59.6	40.4	94
T_2-T_1	-1.6	1.6	

Z = .23

Significance N.S.

As Table 17 shows, there is no significant change in the percentage of workers who perceive inadequate information on available courses as a problem. At both T_1 and T_2 about 60% of these workers consider this a problem. It should be remembered that the primary Model I objective was not to provide such information. Table 18, which looks at the problems of inadequate information about educational institutions shows similar results. While the percentages of workers who perceive this as a problem are slightly lower, there is no significant change between T_1 and T_2.

TABLE 18: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INADEQUATE INFORMATION ABOUT EDUCATIONAL INSTITUTIONS AS A PROBLEM.

	Yes, it is a problem	No, it is not problem	N
T_1	55.6	44.4	99
T_2	50.0	50.0	94
T_2-T_1	-5.6	5.6	

Z = .78

Significance = N.S.

These two tables show that educational information is still a problem for many of these workers and that the model program did little to change this situation.

While the program did little to change the information problem, it does seem to have had an affect on advice and counseling related problems. Tables 19-21 show significant decreases in the percentage of workers who consider inadequate advice about: (a) available courses; (b) available institutions, and (c) career opportunities to be a problem.

TABLE 19: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INADEQUATE ADVICE ABOUT AVAILABLE COURSES AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	71.7	28.3	99
T_2	60.6	39.4	94
T_2-T_1	-11.1	11.1	

$Z = 1.63$

Significance =.05

TABLE 20: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INADEQUATE ADVICE ABOUT AVAILABLE EDUCATIONAL INSTITUTIONS AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	64.6	35.4	99
T_2	51.1	48.9	94
T_1-T_2	-13.5	13.5	

$Z = 1.90$

Significance = .03

TABLE 21: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INADEQUATE ADVICE ABOUT CAREER OPPORTUNITIES AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	66.7	33.3	99
T_2	57.4	42.6	94
T_1-T_2	-9.3	9.3	

$Z = 1.33$

Significance = .09

Despite these significant changes, these three factors remain as problems for between 50 and 60 percent of the workers.

Three additional factors showed significant changes between T_1 and T_2. In each case, the change was in the direction of increased concern. As we suggested earlier, when workers knew more about their TA plan other factors may emerge as being problematic. Specifically, as Tables 22-24 show child care, work schedules, and lack of chances for a promotion showed significant increases.

TABLE 22: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE LACK OF CHILD CARE AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	6.1	93.9	97
T_2	18.3	81.7	93
T_2-T_1	12.2	-12.2	

Z = 2.60

Significance = .005

TABLE 23: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INABILITY TO REARRANGE WORK SCHEDULE AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	23.2	76.8	95
T_2	41.2	58.8	97
T_2-T_1	18.0	-18.0	

Z = 2.69

Significance = .004

TABLE 24: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO PERCEIVE INABILITY TO GET PROMOTED AS A PROBLEM

	Yes, it is a problem	No, it is not problem	N
T_1	25.5	74.5	93
T_2	36.6	63.4	98
T_2-T_1	11.1	-11.1	

Z = 1.66

Significance = .05

In order to assess worker preferences in who they would like to get information on T-A from a list of individuals (positions) were provided. As described earlier, only a small percentage responded favorably to co-workers (12% at T_1 and 15% at T_2). For company representatives, the percentages remained fairly constant around 50 percent, but for supervisors and union representatives, there were some significant changes. As Table 25 suggests, there was a significant decrease in the percentage of workers who responded favorably to supervisors, while there was a significant increase with regard to union representatives. (See Table 26).

TABLE 25: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO WOULD LIKE TO RECEIVE INFORMATION ON TA FROM SUPERVISORS (NO/NO RESPONSE COMBINED)

	YES	NO/NO RESPONSE	N
T_1	69.7	30.3	100
T_2	52.5	47.5	101
T_2-T_1	-17.2	17.2	

Z = 1.89

Significance = .03

TABLE 26: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO WOULD LIKE TO RECEIVE INFORMATION ON TA FROM UNION REPRESENTATIVES (NO AND NO RESPONSE COMBINED)

	YES	NO/NO RESPONSE	N
T_1	12.1	87.9	100
T_2	25.0	75.0	101
T_2-T_1	22.9	-22.9	

Z = 4.63

Significance = .000

When workers were asked if they would like to talk to an advisor about their educational or career plans, we found 97% at T_1 and 96% at T_2 who responded in the affirmative. Clearly, these workers would like to talk to an advisor about their plans.

The final set of attitude changes we will look at are related to worker perceptions of their company's and union's attitudes about education and training and TA. In Table 27, we see that the percentage of workers who felt that their company encouraged workers to seek additional education and training was high at T_1 and remained high at T_2.

TABLE 26: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO FEEL THAT THEIR COMPANY ENCOURAGES EMPLOYEES TO SEEK ADDITIONAL EDUCATION AND TRAINING

	YES	NO/DON'T KNOW	N
T_1	57.6	42.4	99
T_2	61.6	38.4	99
T_2-T_1	4.0	-4.0	

Z = .57

Significance = N.S.

When company encouragement for use of TA is looked at, however, we see a significant increase from T_1 to T_2. Over 29% more workers at T_2 felt that their company encouraged employees to use TA benefits than at T_1 (see Table 27).

TABLE 27: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO FEEL THAT THEIR COMPANY ENCOURAGES EMPLOYEES TO USE TA BENEFITS

	YES	NO/DON'T KNOW	N
T_1	25.3	74.7	99
T_2	54.5	45.5	99
T_2-T_1	29.2	-29.2	

Z = 4.05

Significance = .000

Tables 28 and 29 look at the same perceptions, but as they relate to local unions. Here we see that there is a significant change of over 28 points related to encouragement for additional education and training and over 33 points related to encouragement for use of T-A benefits.

TABLE 28: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO FEEL THAT THEIR LOCAL UNION ENCOURAGED MEMBERS TO SEEK ADDITIONAL EDUCATION AND TRAINING

	YES	NO/DON'T KNOW	N
T_1	14.1	85.9	99
T_2	42.4	57.6	99
T_2-T_1	28.3	-28.3	

$Z = 4.42$

Significance = .000

TABLE 29: CHANGE IN THE PERCENTAGE OF MODEL I WORKERS WHO FEEL THAT THEIR LOCAL UNION ENCOURAGES MEMBERS TO USE TA BENEFITS

	YES	NO/DON'T KNOW	N
T_1	6.1	93.9	99
T_2	39.4	60.6	99
T_2-T_1	33.3	-33.3	

$Z = 5.50$

Significance = .000

4 - Discussion

What do the preceeding analyses tell us about the workers at the Model I site and about the impact of the program on the knowledge, behavior and attitude of these workers?

Impact on Knowledge and Information Delivery. The primary objective of the Model I program was to increase the knowledge of workers about TA by improving the delivery of information to workers and, as a consequence of these, to affect changes in attitudes and behaviors. It seems clear from the analyses that worker knowledge of T-A changed as a direct result of the program. Many more workers received information about their TA and fewer workers considered inadequate information to be a problem related to their use of TA benefits. Also, as part of the program, many different modes of information delivery were employed as a means of letting the workers know about their TA benefits. Workers also became more knowledgeable about the availability of company and union representatives who could provide information or advice on TA, education and career plans. Finally, one consequence that was not anticipated at the outset was on the delivery of information about education and training opportunities. The knowledge of workers about TA,availability of advisors, and education opportunities has significantly increased as a direct result of the improved information delivery to workers that was at the hub of the Model I program.

Effects on Behaviors. While long term behaviors could not be assessed, the program did have some impact on a number of short term behaviors. First, the percentage of users of TA increased. Although not statistically significant, the percentage almost doubled. Second, there was a large increase in the percentage of workers who have seen an advisor. Since the program trained and made available EIAs, this increase can be attributed to the Model I program. Finally, while participation in education and training did not change the attitudinal changes discussed below suggest that in the future, participation may well increase.

Effects on Attitudes. As a first step in changing behaviors, it seems critical to change attitudes, so that they may be more congruent with potential actions. While there is no assurance that attitude changes will result in behavior change, it is important to see how the program influenced worker attitudes. We found that there is considerable consistency among these workers in the value they place on education. To learn more, to be a better worker and to improve job performance ranked the highest as uses of further education and training. Related to this is the very large percentage of workers at both times who want, need and intend to continue their education or training If even half of those who say they intend to do continue their education, we will see significant increases in education and training participation.

Despite the fact that the informational and advice related barriers to education were reduced as a consequence of the program, there are still large percentages of workers who report these as problems. In addition, two new barriers emerged as problematic for many workers: educational and work schedules. Thus, as other barriers that the program responded to decreased, a new set of problems surfaced. Because of the consistency of responses, this does not seem to be a substitution effect, but rather the emergence of new concerns.

Finally, the program had a major impact on the perceptions of workers toward the attitudes of their company and union regarding education and training and TA. We found significant positive increases on these factors.

We have found many differences between the T_1 and T_2 workers. These differences seem to be a direct consequence of the Model I program that was introduced and operated between the T_1 and T_2 surveys. By repeating the measures on random cross-sections of workers at this site, we were able to assess the impact of the Model I program, and identify changes in knowledge, information delivery, behaviors, and attitudes. In addition, the "lack of change" that was found shows that there are still problems that need to be addressed. As a first step in the process of improving education and training opportunities for the makers at the Model I site, we conclude that the program was a success in affecting knowledge and attitude changes. I must be remembered, however, that behavioral outcomes can only be assessed in the future after the impact of increased knowledge, improved information and changed attitudes has a chance to operate.

B. Model II

As we stated earlier in this report the model II program did not become fully operative. We have presented T_1 and T_2 descriptive findings on the workers at this model site but feel that any analysis of change would be invalid. There was no program and therefore there can be no program effects. We did, however, learn a great deal about process and social experimentation from this experience. This knowledge was discussed at the outset of this report.

C. Model III

1 - Knowledge and Information

The model III program had three primary components: improved information delivery, provision of educational advisement and better linkages between the workplace and the educational establishment. Through this model there was to be improved information delivery about T-A and education opportunities which would increase worker knowledge in both of these areas. Table 25 shows that the program had a highly significant affect on worker knowledge of T-A. Between T_1 and T_2 the percentage of workers who were familiar with their T-A plan increased by almost 50 points.

TABLE 25: Change in the percentage of model III workers familiar with the existence of a T-A plan.

	Yes	No	N
T_1	25.5	74.5	98
T_2	73.8	26.2	84
T_2-T_1	48.3	-48.3	

Z=6.51

Significant = .000

When we look at information delivery we see an equally large increase in the proportion of workers who report receiving information on T-A in the last six months. As Table 26 shows only 4.4% of the T_1 sample reported receiving information of T-A while at T_2 the percentage increase to 52.6%, a highly significant increase.

TABLE 26: Change in the percentage of model III workers who have received information about T-A in the last six months.

	Yes	No	N
T_1	4.4	95.6	90
T_2	52.6	47.4	76
T_2-T_1	48.2	-48.2	

Z=6.99
Significance = .000

While increased knowledge of the T-A plan and receiving information about T-A are important it is also important to see if these workers showed any change in more specific information areas. To assess this we will look at knowledge of a) eligibility for T-A and b) the approval process. Tables 27 and 28 show the relevant findings for these two questions.

TABLE 27: Change in the percentage of model III workers who know if they are eligible to take a course under their T-A plan.

	Yes	No	N
T_1	10.9	89.1	64
T_2	47.4	52.6	76
T_2-T_1	36.5	-36.5	

Z=4.68
Significance = .000

The significant change of over 36 points in worker knowledge of eligibility (See Table 27) shows that the program did provide this specific information to workers. Table 28 confirms this knowledge of specific information on T-A. The significant difference between T_1 (19%) and T_2 (40.8%) suggest that the model program did impact worker knowledge of the approval process.

TABLE 28: Changes in the percentage of model III workers who know how to request approval to take a course under the T-A plan.

	Yes	No	N
T_1	19.0	81.0	63
T_2	40.8	59.2	76
T_2-T_1	21.8	-21.8	

Z=2.76
Significance = .003

In addition to looking at these direct questions about information and knowledge we are able to assess te program's impact in this area by examing any changes in worker perceptions about inadequate information on T-A being a problem.

TABLE 29: Changes in the percentage of model III workers who report inadequate information about T-A to be a problem.

	Yes, it is a problem	No, its not a problem	N
T_1	66.0	34.0	50
T_2	39.7	60.3	58
T_2-T_1	-26.3	26.3	

Z=2.71
Significance = .003

As Table 29 clearly demonstrates there is a significant decrease of over 26 points from T_1 to T_2 in the percentage of workers who consider inadequate information about T-A to be a problem.

In addition to looking at changes in worker knowledge and the receiving of information we are able to assess the program's impact on specific methods of information delivery. In Table 30, we show changes in the percentage of workers who report receiving information on T-A from each source.

TABLE 30: Change in the percentage of model III workers receiving information on T-A (yes only).

Method of delivery	T_1	T_2	T_2-T_1	Z	Sig.
Employee handbook	4.1	3.6	-0.5	0.19	- N.S.
Handouts to employees	10.2	16.5	6.3	1.34	.09
Mailings to home	4.1	9.5	5.4	1.59	.06
Bulletin board notices	9.2	19.0	9.8	2.09	.02
In company newspapers or newsletter	9.2	20.2	11.0	2.29	.01
In union newspaper	5.1	16.7	11.6	2.83	.002
At union meetings	1.0	9.5	8.5	2.93	.002
At company meetings	2.0	14.3	12.3	3.51	.000
From counselor or advisor	3.1	16.7	13.6	3.49	.000
From co-workers	10.2	23.8	13.6	2.67	.004
From supervisors	6.1	15.5	9.4	2.24	.01
From union representatives	4.1	25.0	20.9	4.54	.000

In every case but one a higher percentage of T_2 workers reported receiving information on T-A from that source. Only one method (handbook) showed a non-significant change while six of the methods showed very significant changes. Not only were most of these changes significant but for over half of the methods over 15% of the workers reported having received information from that source. When compared to no method with such a percentage at T_1 it seems that the program was effective in terms of instituting alternative information delivery modes.

As we stated earlier the model III program was not only concerned with information on T-A, but also in improving information delivery about education and training opportunities. As Table 31 shows, there is a significant change in the percentage of workers who reported receiving information about education and training. The difference of over 27% between T_1 and T_2 suggests that the program was effective in this area of information delivery.

TABLE 31: Change in the percentage of model III workers who have received information about education and training in this last six months.

	Yes	No	N
T_1	28.9	71.1	90
T_2	56.2	43.8	73
T_2-T_1	27.3	-27.3	

Z=3.50
Significance = .000

Another means of assessing the program's impact in the education area was to look at worker knowledge of the availability of education advisors from their company and local union. As Tables 32 and 33 clealy demonstrate there were significant increases in the knowledge of workers between T_1 and T_2. Over 26% more workers at T_2 knew about the availability of an adviser from the company. For the union representatives the percentage increased from 8.1% at

T_1 to 34.3% at T_2, an increase of over 26 points.

TABLE 32: Change in the percentage of model III workers who know about a company representative who can provide advice or information.

	Yes	No/Don't Know	N
T_1	31.5	68.5	92
T_2	57.9	42.1	76
T_2-T_1	26.4	-26.4	

Z=3.34
Significance = .000

TABLE 33: Change in the percentage of model III workers who know about a union representative who can provide advice or information

	Yes	No/Don't Know	N
T_1	8.1	91.9	86
T_2	34.3	65.7	67
T_2-T_1	26.2	-26.2	

Z=4.03
Significance = .000

2 - Behaviors

The length of time the project operated and the time span between survey administrations does not allow us to assess the impact on long-range worker behaviors. We were able, however, to assess the programs impact on a number of short-range behaviorial changes. In addition, we will explore the worker responses to other behaviorial questions. We begin by looking at worker participation in education and training and then examine changes in the use of T-A and in the use of an advisor.

TABLE 34: Change in the percentage of model III workers who participated in an education program.

	Yes	No	N
T_1	26.9	73.1	93
T_2	26.2	73.8	84
T_2-T_1	- .7	.7	

Z=.10
Significance = NS

TABLE 35: Change in the percentage of model III workers who participated in a training program.

	Yes	No	N
T_1	20.7	79.3	92
T_2	15.0	85.0	80
T_2-T_1	-5.7	5.7	

Z=.97
Significance = NS

As Tables 34 and 35 show there was no real change in the percentages of workers who participated in education or training.* About one-fourth of these workers report participation in education at T_1 and T_2 and slightly less at both times report participation in training.

In Table 36 we look at the change in use of T-A benefits. While the increase from 3.1% at T_1 to 5.9% at T_2 is small, it represents almost a doubling of the rate of T-A use. We would caution, however, that any conclusions from this would be misleading because of the very small percentages and because of the limited time that the model program operated.

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* Because of large item non-response we were forced to use the questions which ask about participation within the last two years rather than the last six months.

TABLE 36: Change in the percentage of model III workers who used their T-A benefits (no and non-response combined)

	Yes	No/non-response	N
T_1	3.1	96.9	128
T_2	5.9	94.1	85
T_2-T_1	2.8	-2.8	

Z=1.00
Significance = NS

Our final behaviorial criteria examines the change in use of an advisor in the last six months. Since EIA's were trained as part of the project, and a part of their duties was advising, we would expect to see some increase on this variable.

TABLE 37: Change in the percentage of model III workers who have seen an advisor in the last six months (no and non-response combined)

	Yes	No/non-response	N
T_1	5.6	94.4	128
T_2	18.8	81.2	85
T_2-T_1	13.2	-13.2	

Z=3.00
Significance = .001

In Table 37 we see that over 13% more workers at T_2 saw an advisor than at T_1, a signfiicant increase.

3 - Attitudes

In this section we explore changes in worker attitudes related to T-A, education and training, and company and union encouragement. While there is no assurance that these attitudes will be converted into congruent behaviors the changes we explore and the consistencies we uncover are important and worth discussing.

As a result of the program we noted that there was a significant change in the worker perceptions of the problems of inadequate information about T-A. Sicne this problem was greatly reduced it will be interesting to see if worker attitudes about other problems related to T-A use changed. As Table 38 shows in every case the percentage of workers reporting a reason as a problem decreased. The information provided and advice given seems to have affected problems related to red tape, course and institution coverage, and costs.

TABLE 38 CHANGE IN THE PERCENTAGE OF MODEL III WORKERS REPORTING A REASON AS A PROBLEM RELATED TO THE USE OF T-A BENEFITS (YES ONLY)

Reason	T_1	T_2	T_2-T_1
Too much red tape in applying for and getting approval for education or training	28.9	22.6	-6.3
Education programs I want to take are not covered under the tuition-aid plan	24.3	22.6	-1.7
Educational institutions I want to go to are not covered under the plan	25.0	14.0	-11.0
Not enough of the costs are covered under the plan	36.1	32.2	-3.9
I am not able to pay in advance, even though I will be reimbursed	40.0	35.7	-4.3
I am not willing to pay in advance	39.5	23.6	-15.9

Another variable related to T-A is worker perceptions concerning future use of T-A benefits.

TABLE 39: CHANGE IN PERCENTAGE OF MODEL III WORKERS WHO WILL USE THEIR T-A BENEFITS IN THE NEXT TWO YEARS.

	Yes	No	N
T_1	65.1	34.9	86
T_2	56.4	43.6	78
T_2-T_1	-8.7	8.7	

Z=1.21
Significance = NS

As Table 39 shows there has been an insignificant decrease in the percentage of workers who believe they will use their T-A benefits in the next two years. Over 65% of T_1 workers and over 56% of T_2 workers think they will use their T-A benefits.

In the next set of analyses we examine worker attitudes toward education and training. We begin by looking at worker attitudes about the personal importance of further education and training. Table 40 demonstrates an remarkable amount of consistency between T_1 and T_2 workers. In fact, the same five factors are ranked the highest at both times, with only minor in specific rankings. Clearly, these workers consider education to be important for both work and personal development.

TABLE 40: TOP FIVE RANKINGS OF THE PERSONAL IMPORTANCE OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING BY MODEL III WORKERS.

	T_1	T_2
To complete an educational program for a diploma, certificate, or degree		
To meet new people		
To become a more well-rounded person	3	5
For social skills		
To improve job performance	1	1
To learn skills for hibbies		
To be a better union member		
To improve my ability to read, write, speak, and do math		
To be a better parent		
To get a promotion	2	2.5
To improve family life		
To prepare for another job		
To better understand community issues		
To learn more (knowledge for the sake of knowledge)	5	2.5
To be a better worker	4	4
To prepare for retirement		

Preferences for educational programs, locations and methods were also consistent across survey waves. At both T_1 and T_2 the highest percentage of workers preferred on-the-job training followed by community college and public vocational school programs. Preferences for locations of programs that ranked highest were educational institutions and the work site at both T_1 and T_2. With regard to methods of training the workers at T_1 and T_2 agreed the on-the-job training, lectures and workshops were their three highest preferences.

In order to determine educational goals and needs a series of questions was asked of the workers. Figure 25 shows the percentage of workers who want to take further education and training.

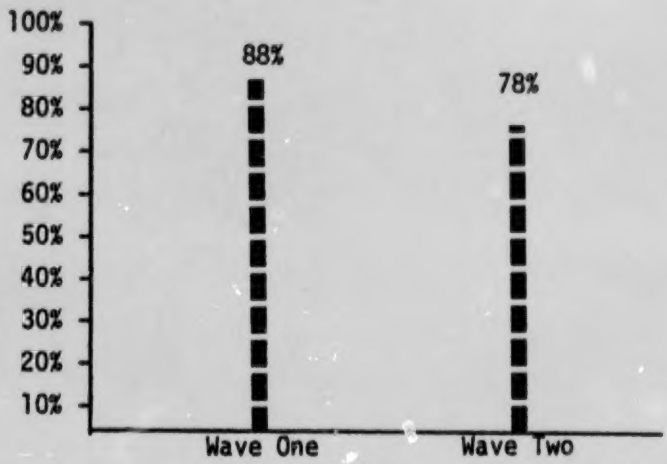

FIGURE 25: WANT MORE EDUCATION -- MODEL III

At both times a relatively high percentage of workers reported that they want to take further education or training.

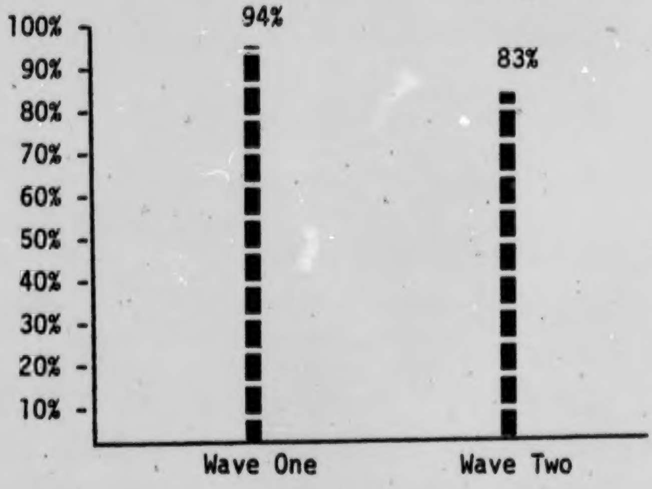

FIGURE 26: NEED MORE EDUCATION -- MODEL III

With respect to the need for more education we see from Figure 26 that fewer workers at T_2 feel they need more education. This decrease, however, does not alter the fact that over 80% of the T_2 workers and 94% of the T_1 workers feel that they need more education or training.

As Figure 27 shows, fewer workers, but still a large proportion, report that they intend to continue their education or training in the next two years. Over 70% of the T_1 workers and over 60% of the T_2 workers intend to continue their learning in the next two years.

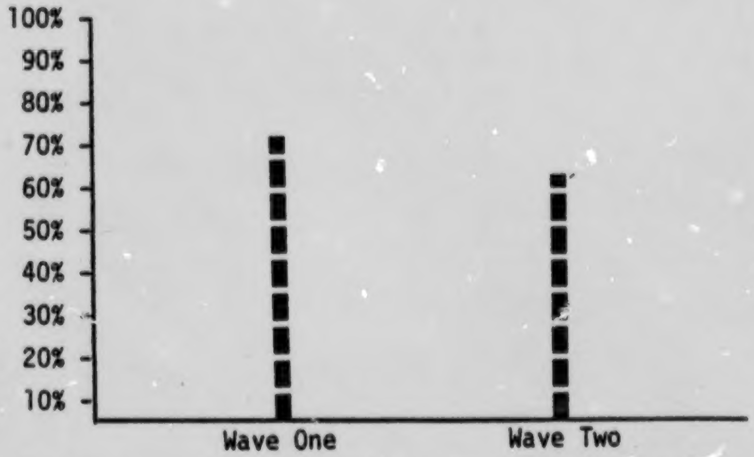

FIGURE 27: INTENT TO CONTINUE EDUCATION OR TRAINING IN NEXT TWO YEARS -- MODEL III

The final set of analyses related to attitudes about educational participation looks at reasons that workers consider to be problems affecting their educational participation. For most of the reasons the percentage of workers reporting these as problems remained relatively constant and low (see earlier section for a description). There were, however, a number of reasons that show significant changes and a number which remain consistent problems for a large proportion of workers. These will be discussed.

TABLE 41: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INCONVENIENCE OF EDUCATIONAL SCHEDULING AS A PROBLEM.

	Yes, it is a problem	No, it is not a problem	N
T_1	46.4	53.6	84
T_2	47.2	52.8	72
T_2-T_1	.8	-.8	

Z=.10

Significance = NS

Table 41 shows workers perceptions of inconvenient educational schedules as a problem. While there is no change between T_1 and T_2 there are over 45% of the workers at both times who perceive this as a problem.

Tables 42-46 look at changes in problems related to information and advice. For each problem there is a significant decrease as a result of the model III program. Whereas, at T_1 between 70% and 84% of the workers preceived these as problems the percentages decreased to between 47% and 55%. While the information and advice given to workers reduced these factors as problems there remain are relatively large proportion of workers who still consider these to be problems related to their participation in education or training programs.

TABLE 42: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INADEQUATE INFORMATION ABOUT AVAILABLE COURSES AS A PROBLEM

	Yes, it is a problem	No, it is not a problem	N
T_1	74.7	25.3	87
T_2	47.3	52.7	74
T_2-T_1	-27.4	27.4	

Z=3.61

Significance = .000

TABLE 43: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INADEQUATE INFORMATION ABOUT EDUCATIONAL INSTITUTIONS AS A PROBLEM.

	Yes, it is a problem	No, it is not a problem	N
T_1	75.3	24.7	85
T_2	47.9	52.1	73
T_2-T_1	-27.4	27.4	

Z=3.56

Significance = .000

TABLE 44: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INADEQUATE ADVICE ABOUT AVAILABLE COURSES AS A PROBLEM.

	Yes, it is a problem	No, it is not a problem	N
T_1	81.6	18.4	87
T_2	54.2	45.8	72
T_2-T_1	-27.4	27.4	

Z=3.75

Significance= .000

TABLE 45: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INADEQUATE ADVICE ABOUT AVAILABLE EDUCATIONAL INSTITUTIONS AS A PROBLEM.

	Yes, it is a problem	No, it is not a problem	N
T_1	71.8	28.2	85
T_2	47.9	52.1	73
T_2-T_1	-23.9	23.9	

Z=3.06

Significance = .001

TABLE 46: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INADEQUATE ADVICE ABOUT CAREER OPPORTUNITIES AS A PROBLEM

	Yes, it is a problem	No, it is not a problem	N
T_1	83.5	16.5	85
T_2	54.9	45.1	71
T_2-T_1	-28.6	28.6	

Z=3.92

Significance = .000

Two additional factors need to be discussed. First, as Table 46 shows there were over 40% of the workers at T_1 and T_2 who perceive inability to get a promotion as a problem. Clearly, this was and remained a concern for a large group of workers.

TABLE 47: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE INABILITY TO GET PROMOTED AS A PROBLEM

	Yes, it is a problem	No, it is not a problem	N
T_1	43.2	56.8	88
T_2	44.4	55.6	72
T_2-T_1	1.2	-1.2	

Z=.15

Significance = NS

The second factor concerns favoratism in who get approval. In Table 48 we see that the percentage of workers who consider this a problem decreased from 45.9% at T_1 to 24.6% at T_2, a highly significant decrease. The increased knowledge and information seems to have reduced the perception among workers that there is favoratism in who gets approval.

TABLE 48: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO PERCEIVE FAVORITISM IN WHO GETS APPROVAL AS A PROBLEM

	Yes, it is a problem	No, it is not a problem	N
T_1	45.9	54.1	85
T_2	24.6	75.4	69
T_2-T_1	-21.3	21.3	

z=2.73
Significance = .003

In order to determine if there was any change in worker attitudes about who they would like to get T-A information from a list of individuals (positions_ was provided. As described earlier only a small percentage responded favorably to co-workers (8.2% at T_2 and 8.3% at T_2). For supervisors the percentage remained high and constant: 45.9% at T_1 and 48.8% at T_2. For union representatives and company representatives, however, there were some significant changes. As Table 49 suggests, there was a significant increase in the percentage of workers who responded favorably to union representatives, while there was a small but significant decrease in those who responded favorably to company representatives (see Table 50).

TABLE 49: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO WOULD LIKE TO RECEIVE INFORMATION ON T-A FROM UNION REPRESENTATIVE (NO AND NON-RESPONSE COMBINED)

	Yes	No/Non-response	N
T_1	21.6	78.4	128
T_2	32.9	67.1	85
T_2-T_1	11.3	-11.3	

Z=1.85
Significance = .03

TABLE 50: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO WOULD LIKE TO RECEIVE INFORMATION ON T-A FROM COMPANY REPRESENTATIVE (NO AND NON-RESPONSE COMBINED)

	Yes	No/Non-response	N
T_1	45.4	54.6	128
T_2	36.5	63.5	85
T_2-T_1	-8.9	8.9	

Z=1.29

Significance = .10

When workers were asked if they would like to talk to an advisor about their education or career plans we found that 96% at T_1 and 94% at T_2 responded in the affirmative. Clearly, the attitude of these workers toward seeing an advisor is very positive.

The final set of attitude changes we will look at are related to worker perceptions of their company's and union's attitudes about education and training and T-A. In Table 51 we see that the percentage of workers who felt that their company encouraged workers to seek additional education or training increased from 29.5% at T_1 to 54.3% at T_2.

TABLE : CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO FEEL THAT THEIR COMPANY ENCOURAGES EMPLOYEES TO SEEK ADDITIONAL EDUCATION AND TRAINING.

	Yes	No/Non-response	N
T_1	29.5	70.5	95
T_2	54.3	45.7	81
T_2-T_1	24.8	-24.8	

Z=3.35

Significance = .000

When company encouragement for use of T-A is looked at we see that the percentages at each time are lower but the change of 24.7% is also highly significant.

TABLE 52: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO FEEL THAT THEIR COMPANY ENCOURAGES EMPLOYEES TO USE T-A BENEFITS.

	Yes	No/Non-response	N
T_1	7.4	92.6	95
T_2	32.1	67.9	81
T_2-T_1	27.4	-27.4	

Z=4.19
Significance = .000

Tables 53 and 54 look at the same perceptions but as they relate to the local union. Here we again see significant changes. For encouragement to seek additional education or training the change is 18.4% and for encouragement to use T-A the change is 22.6%.

TABLE 53: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO FEEL THAT THEIR LOCAL UNION ENCOURAGES MEMBERS TO SEEK ADDITIONAL EDUCATION AND TRAINING.

	Yes	No/Non-response	N
T_1	13.7	86.3	95
T_2	32.1	67.9	81
T_2-T_1	18.4	-18.4	

Z=2.92
Significance = .001

TABLE 54: CHANGE IN THE PERCENTAGE OF MODEL III WORKERS WHO FEEL THAT THEIR LOCAL UNION ENCOURAGES MEMBERS TO USE T-A BENEFITS.

	Yes	No/Non-response	N
T_1	9.5	90.5	95
T_2	32.1	67.9	81
T_2-T_1	22.6	-22.6	

Z=3.77

Significance = .000

4 - Discussion

The analyses presented in the preceeding pages tell a great deal aobut the workers at the model III site and about the effects of the program intervention. The key elements are discussed below.

Impact on Knowledge and Information Delivery. As we stated earlier the objectives of Model III were:

- o to improve information delivery on T-A and educational and training opportunities
- o to provide education information advisement and
- o to improve linkages between local educational institutions and the work site.

It seems clear from the analyses that worker knowledge of T-A changed as a direct result of the program. Not only did more workers receive information about T-A but many more know that they had a T-A plan and if they were eligible to take courses under the plan. In addition, fewer workers considered inadequate inforamtion about T-A to be a problem related to their use of the benefits. The program, as instituted, made use of many methods of information dissemination and significant increases were uncovered for almost every method. Not only did information delivery improve for T-A, but more workers also received information about education and training opportunities.

Workers also became more aware of the availability of comapny and union representatives who can provide information and advice on T-A, and educational and career plans.

As a result of the program, and its component parts, workers at the Model III site increased the knowledge about T-A and education and training opportunities. The increased and improved flow of information on T-A and education to the workers clearly had a strong impact on this increased knowledge.

Effects on behaviors. Time did not allow us to assess any of the important long term behaviorial changes that are anticipated as a consequence of this program. We were able, however, to examine a number of shorter range behaviorial changes. First, there was a small increase in the use of T-A. While this may not be solely due to the program, the increase is encouraging. Second, there was a significant increase in the percentage of workers who reported seeing an advisor. Since part of the EIA functions was to provide individual advisement, this increase can be attributed to the model program. Finally, we did not uncover any significant change in worker participation in education or training. This is clearly a longer range outcome, but the attitudinal changes discussed below suggest that these rates may increase in the future.

Impact on attitudes. While it is too early to tell if attitude changes will affect behavior in the future for these workers it is important to isolate the program effects on worker attitudes. We found that there was considerable consistency in worker attitudes about the value of education. To improve job performance, to get a promotion, to be a better worker and to learn more ranked the highest as uses for further education and training by both samples of workers. Related to this is the very high proportion of workers who want, need and intend to continue their education and training. While we are unable to assess if these goals will be met, we believe that the program has increased worker knowledge of opportunities and resources, which can act as barriers to meeting these goals.

While the model program was successful in reducing the percentage of workers who considered information and advice related factors as reasons for their non-participation in education and training, these problems remained for a fairly large proportion of the workers. While no new barrier emerged for the workers the problem of educational scheduling did not seem to be eased, despite the attempt of the model to improve the linkage between educational institutions and the work site.

Finally, the program had major impact on the perception of workers toward the attitudes of their employers and union regarding education and training and T-A. Workers showed a significant positive increase in their perceptions.

Many differences in knowledge, information, attitudes, and to a lesser extent behavior were found between T_1 and T_2 workers. Most of these changes seem to be a direct result of the model III program that was introduced and operated between survey administrations. While knowledge of T-A increased, information delivery improved and attitudes changed there are still many problems and issues related to T-A and education and training that need to be addressed. As a first step, however, the Model III program can be considered a success in affecting knowledge and attitude changes. As we stated earlier, any behaviorial change can only be assessed in the future, after the increased knowledge, improved information and changed attitudes have a chance to operate.

5 - Summary and Conclusions

This study of worker education and training was based on data collected from random cross sections of workers at three experimental and one comparison site before the introduction (wave one) and after the operation of (wave two) model demonstration programs. Descriptive information from the wave one survey indicated low levels of knowledge about T-A benefits, little information delivery, and low use of T-A. It also showed that lack of information and advice were problems for many workers.

Attitudes about the value of further education and training suggested that these workers consider it to be important for work related activities, for personal growth, and in some cases, for union related activities. The workers also showed very high levels of educational needs, goals, and intents. At this stage, however, these educational attitudes had not been converted in parallel educational behaviors.

The wave one findings also clearly showed that the comparison group could not serve such a purpose. On almost every variable and especially on every key variable the comparison group was very different than the other groups. Their responses suggested that they did not suffer from the same knowledge and information problems that the others had. They were also quite different demographically and financially. Because of this we were forced to drop the idea of a comparison group analysis from the study design. Descriptive information on this group is, however, presented in this report.

Shortly after the wave one survey it was realized that the Model III program would not become fully operative. As an additional information source, however, it was decided to complete the data collection activities at this site Descriptive information is also presented for this group.

The wave two survey uncovered a number of interesting findings. The Model I and III programs affected considerable change in the knowledge of workers about T-A, with Model I workers showing a 25 point increase and Model III workers almost a 50 point increase. These large increases were clearly due to the improved information delivery that was at the center of each model. For workers at both Models the percent who received information about T-A increased by almost 50 percentage points. Improved information delivery and increased knowledge reduced the magnitude of information as a barrier to T-A use. Specifically, over a 23 point decrease was found for workers at Model I and over 26 points for Model III. The model programs improved the delivery of information about education and training opportunities to workers. At T_1 only about 30% of the workers reported receiving information on such opportunities. At T_2 the percent increased to over 50%.

From these findings we conclude that the programs which operated at the Model I and Model III sites were successful in both improving the delivery of information on T-A and education and training to workers and on increasing worker knowledge about the T-A benefits.

As we said earlier, there was insufficient time to assess long term behavior consequences of these programs. Participation rates for education and training did not change in the six to twelve months of program operation. Tuition-aid rates increased slightly, but they remained too low to base any concrete conclusions. Our "guess" at this time is that the increase was due to education participants who found out about the benefit rather than new learners. The one area where significant change did occur is in use of an advisor. Over 13% more workers at Model III and over 21% more at Model I saw an advisor as a result of the program.

It is clearly too early to make any conclusions about the affects of the program interventions on behaviors. Any increases in participation in education and training; occupation, career and other adult life transitions; and changes in workplace behaviors (productivity, quality of work, morale, satisfaction) will not take place for three, five, ten or more years.

There were a number of attitude changes that occurred as a result of the program interventions. Most of the information and advisory barriers to educational participation were reduced. This was especially true for the Model III program which had this as one of tis primary objectives. Perceptions of company and union attitudes toward education and training and T-A also changed dramatically. Workers felt more positively about their company's and union's attitudes after the program intervention than before. We did not find any change in education goals, perceived needs, and reported intents. The very high percentage or these factors at T_1 and consistency shown at T_2 suggest that a large proportion of these workers aspire to, feel they need more, and intend to continue their education and training.

The true test of the interventions will be to see if the increased knowledge and the improved information delivery can bring education and training behaviors closer to education and training aspirations, perceived needs and intents.

In conclusion, we suggest that the program interventions at the Model I and Model III sites had a signfiicant impact on worker knowledge, delivery of information to workers, and worker attitudes, particularly toward their company and union. All of the problems, barriers and concerns of workers, unions and companies related to education, training and T-A have not been responded to or solved by these model programs. Further experimentations, research, and program and policy related activity is needed.

CHAPTER FOUR

THE CASE STUDY
OF THE
MODEL 1 JOINT TUITION ASSISTANCE
DEMONSTRATION PROJECT

JANE SHORE

ACKNOWLEDGEMENTS

This case study was made possible only because of the unceasing cooperation, support, and interest of General Telephone of California officials and employees, union officials, and area educators. While all cannot be mentioned by name, each person interviewed added valuable perspectives and insights which were crucial to building this picture of the project and its accomplishments.

Labor Relations Director Charles Green, Training Director Jerry Tucker, and Area Personnel Manager Marcel Turner graciously afforded both access to the company and time for interviews. Jan Stancer, Training Specialist and Tuition Aid Coordinator, provided essential data and perspectives on GTC's tuition aid program and its connections with the project. Communications Workers of America District 11 Vice President William Demers and Assistant to the Vice President Reid Pearce and Local 11588 President Michael Crowell and Second Vice President John Strickland generously gave of their time to outline the effects of the project on the union and its education programs. The Education Information Advisors met as a group to be interviewed for this case study, and they ably and enthusiastically conveyed the rewards, challenges, and accomplishments they experienced throughout the project. Above all, Joel Clifton, the project site coordinator, contributed to this effort in ways too numerous to name. His consistent and willing support, both personal and technical, were essential to the success of this study.

Jane Shore
September 1980

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KEY PARTIES IN THE MODEL I DEMONSTRATION PROJECT

GENERAL TELEPHONE OF CALIFORNIA

Mr. Thomas Garcia, Governmental Affairs Director (former Area (Personnel Manager)
Mr. Charles Green, Labor Relations Director
Ms. Jan Stancer, Training Specialist & Tuition Aid Coordinator
Mr. Jerry Tucker, Training Director
Mr. Marcel Turner, Area Personnel Manager

COMMUNICATIONS WORKERS OF AMERICA

Mr. Michael Crowell, Local 11588 President
Mr. Bill Demers, District 11 Vice President (former Assistant to the Vice President)
Mr. Reid Pearce, District 11 Assistant to the Vice President (former Administrative Assistant to the Vice President)
Mr. John Strickland, Local 11588 Second Vice President

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I. EIA Certificate of Service

I. INTRODUCTION

Beginning in 1979, California telephone company employees were provided with a comprehensive system of information on local educational opportunities, through a labor-management collaborative demonstration project which operated for a year. With a focus on the company's tuition refund plan, General Telephone and Electronics and the Communications Workers of America targeted education information to hourly employees in the Pomona Valley area.

This experimental effort was part of the National Institute for Work and Learning *(NIWL) Worker Education and Training Policies Project, conducted under contract with the National Institute of Education in Washington, D.C. For over three years, NIWL has researched employee use of workplace-provided education and training, focusing on the low use rates of many education plans and what can be done to enhance their usage. From this research emerged three models or strategies to boost knowledge and use of worker educational opportunity.

The first model ("Model 1"), involving provision of information, was operated through the Pomona demonstration project.[1] Under NIWL auspices, General Telephone of California (GTC) and the Communications Workers of America (CWA), Local 11588, collaborated on the project, which provided information through a

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* formerly the National Manpower Institute

[1] The other two models involved, in addition to information delivery, the interventions of educational counseling and advisement and development of linkages between educational institutions and the workplace.

variety of means to a target group of 1800 Pomona-area hourly employees regarding the company-sponsored (non-negotiated) tuition reimbursement plan as well as local educational opportunities. In concert with NIWL, an approach plan was designed and a local site coordinator was selected to administer and coordinate the effort for the period the project would run (June 1979 to summer 1980). The approach plan provided for both the "traditional" means of information delivery (i.e., notices and articles in company and union newsletters, bulletins, posters, etc.) as well as the establishment of "Education Information Advisors" (EIAs), who were workers selected to apprise their peers of learning opportunities and of the company tuition refund plan.

Through the operation of the demonstration project, NIWL could begin to test some of its earlier learnings and hypotheses which, if validated, could yield valuable insights to others seeking to broaden worker educational opportunity. If improved information delivery seems to significantly increase workers' awareness of educational benefits, then policy-makers and employee education program officials in other settings may be better able to chart a successful course toward expanded learning opportunities for workers in their area.

For the company and the union, involvement in the project was an outgrowth of their long-standing beliefs in the importance of education. Without the institutional support and commitment to the project evidenced in numerous ways by both organizations, the project would never have become a reality. Also, operation of the demonstration project enabled them both to gain a clearer sense of the educational needs and interests of hourly employees and to facilitate those employees' pursuit of learning opportunities available.

As part of the effort to assess the impacts of the demonstration project, on-site interviews were conducted in June 1980 with nearly 30 persons who were involved in the project, including the site coordinator, company and union officials, supervisors, local educators, EIAs, and other workers. This case study report is based on those interviews, analysis of project documents and reports, and the results of surveys of workers in the target group, conducted at the beginning and the end of the project period.

This report begins by discussing the problem of insufficient information about education faced by many workers as well as the NIWL model developed to address this problem. The specifics of the California demonstration project are then outlined--including the roles and features of the key institutions and parties both before and during the project, as well as a chronology of project events. Next, project outcomes are assessed, in terms of impacts on workers and project participants, the relative success of different interventions, and local perspectives on next steps. Finally, a summary and conclusion is presented, with a discussion of issues and areas for future attention.

II. THE PROBLEM: EDUCATION INFORMATION FOR WORKERS

Why the Model 1 focus on information? Why was the development of an education information delivery system seen as so important to the effort to broaden worker educational opportunity?

NIWL's research has pointed repeatedly to the crucial importance to workers of information about educational benefits available to them. As is obvious, workers will not use an education plan if they do not know it exists. And rates of use of tuition aid[1] plans are astoundingly low--about 4 to 5 percent nationally, and even lower for hourly workers (possibly as low as 1 percent). At the root of the NIWL perspective is the notion that although not every worker may want or need education, every worker should be aware of the opportunities available. The element of choice is key, and certainly without information, one cannot make an informed choice.

A 1977 NIWL survey of over 900 workers yielded surprising data regarding the extent of lack of information as a factor inhibiting employee use of tuition refund plans (see Charner et al, 1978). Nearly 44 percent of unionized workers reported that they lacked information about their tuition aid program. Also, when reasons for non-use of tuition aid benefits were assessed, lack of information was found to be more critical than level of education, age, or inadequate counseling (Charner, 1979). Furthermore, as both Charner (1980) and Cross (1978) point out, there are indications that the impact of lack of information may be even stronger than surveys suggest, because certain other perceived barriers (such as scheduling problems or limited course options) may in fact be due to inadequate information.

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[1] The terms "tuition aid", "tuition reimbursement", and "tuition refund" are used interchangeably throughout this report.

In addition, there is evidence of a high level of worker interest in using tuition aid as well as strong beliefs in the importance of education. Charner et.al found that 64.7 percent of nonparticipants in education and 70.1 percent of participants in education who did not use tuition refund would be likely or certain to use it if problems and barriers were removed (1978). A large proportion of workers cited education as important for everything from improved job performance to being a better citizen and a well-rounded person. Thus it would seem that efforts to reduce important barriers to education use, such as lack of information, would significantly enhance worker educational opportunity. And it was this idea that led to the development of Model 1.

III. THE MODEL: REDUCING INFORMATIONAL BARRIERS

Model 1, focusing on information delivery, was designed to remove barriers to employees' participation in tuition aid plans that result from a lack of knowledge about the plans. The strategy called for development of a delivery system to apprise workers of the nature of the tuition aid plan, the procedures and benefits of the plan, and other information related to the plan. The system could include:

- greater involvement of line supervisors and shop stewards in the delivery of information
- development of peer advisors or "education information advisors" (EIAs)
- increased use of mailings and printed descriptions of the plan
- handouts at the gate
- management-or union- sponsored meetings to discuss the possible benefits of participation
- other means of delivery to be determined locally.

Further, this delivery system could be used to provide information about available external and internal education and training programs.

Other elements of Model 1 included:

- a local planning committee, composed of labor and management representatives and responsible for local program design and administration
- a site coordinator, selected by NIWL based on the local committee's recommendations. The coordinator would be responsible for day-to-day program operations, liason work between NIWL and project participants, and record-keeping and reporting to NIWL and the committee.
- education information advisors (mentioned above), who would inform workers about tuition aid and educational

opportunities and convey to the committee the learning needs and difficulties of workers. EIAs would record data on each worker contacted on forms transmitted to the coordinator and NIWL.

Assessment of the individual and institutional impacts of the model would be done through a worker survey questionaire and a case study, enabling both quantitative and qualitative accounting. The survey questionnaire, administered on two occasions twelve months apart to a randomly selected group of 100 workers, would permit measurement of aggregate changes in worker knowledge, attitudes, and behavior regarding education and training resulting from the demonstration project. Further assessment would be provided through a program diary or report kept by the site coordinator, as well as information about participating workers provided by the EIAs.

Having outlined the central problem of education information and the model program designed to address it, the stage is set to move into the specifics of the California site in which the model was carried out.

IV. THE PROJECT: KEY PARTIES

A. Site Selection

The selection of the Pomona site began in Spring 1979. Several members of the CWA International staff had worked with NIWL in its efforts to address the problem of low worker utilization of educational benefits. They brought the demonstration project idea to the attention of CWA President Glenn Watts, who fully supported involving the union in such a project. He was also presented with the NIWL criteria for sites, which were as follows:

- A tuition aid plan covering 1,000 or more workers (the plan does not necessarily have to be a negotiated item--it can be established as a result of unilateral action by the company)
- Preparedness to establish a committee of labor and management representatives to oversee the adopted model program or to jointly vest responsibility and authority with another organization
- An industrial or public agency setting that employs mostly blue-collar and/or pink collar, skilled and semi-skilled workers
- Preparedness to identify and provide for a random group of 100 workers to be surveyed at the beginning and the end of the demonstration project
- Preparedness on the part of management and union to make company and union facilities available on a scheduled basis to the program coordinator and education information advisers
- Interest to participate in a national policy research project and to contribute to enhanced understanding of tuition aid programs and how they can be more fully and advantageously used by workers.

President Watts contacted the President of GTC and briefed him on the project, with the result that the latter agreed to participate. Reportedly, both the GTC President and the leadership of General Telephone and Electronics Corporation in Connecticut had a strong belief in the importance of employee education, and this was a key factor in their willingness to participate in the project.

In early May, 1979, NIWL representatives met in California with members of GTC and CWA District 11, to explore in greater detail the feasibility of establishing a demonstration site in the region. The meeting resulted in an agreement to proceed with the project and with the designation of a local planning committee, consisting of Reid Pearce and William Demers, assistants to Dina Beaumont, then District 11 Vice President; Charles Green, GTC's Labor Relations Director; Jerry Tucker, GTC Training Director; and Thomas Garcia, Area Personnel Manager. Agreement was also reached that the project would address itself to an hourly worker population with low rates of participation in education and training and including many minority group members. An area would be chosen with a working population with socioeconomic characteristics roughly approximating Los Angeles County. The selection of a site coordinator, probably from the union, was also discussed. A memo of agreement was drawn up by NIWL, stating the project's purpose and the responsibilities of the various parties. It also provided for the services of a part-time secretary for the site coordinator and for NIWL staff assistance and consulting services for the coordinator and planning committee as needed. The agreement was signed May 22 (see Appendix A).

By June 1, the Pomona target area had been designated and the site coordinator, Clifton, had been selected. The coordinator was a PBX installer (and had been in various GTC positions for over twenty years) and had also served as secretary-treasurer of the local union for fourteen years, as well having been a shop steward. Clifton and the site coordinators from the two other demonstration projects NIWL had established came to Washington in early June for two days of project orientation; e.g., the goals of the Worker Education and Training Policies Project, the projected activities of the demonstration site, and the duties of the coordinator. Plans were made to get the project underway in the next month. First steps would include administration of the first worker survey and selection and training of EIAs.

B. The Company

General Profile

General Telephone and Electronics, headquartered in Stamford, Connecticut, operates telephone systems in over thirty states. While large cities are usually part of the Bell System, General Telephone tends to cover the outlying areas. In California, General Telephone operates its largest system, employing 25,000 people, of which approximately 4,000 are management and the rest are hourly. GTC headquarters are in Santa Monica in the greater Los Angeles area.

GTC has experienced tremendous growth recently. Service demands have created a quickly expanding workforce. The number of hourly employees has jumped from 13,000 three years ago to the current figure of 21,000.

Growth in service demands has produced financial strains on the company. Contributing to this is the fact that GTC is a regulated business; and rate increase requests are subject to the deliberate review processes of the California Public Utilities Commission.

The rapid growth in service demands in its operating area has caused the company to hire large numbers of new employees during the 1976-1980 period. It has also obligated the company to significantly increase the overtime work assigned regular hourly employees.

Until recent months, this rapid employment growth created an internal labor market at GTC characterized by exceptionally high vertical and horizontal mobility. This was encouraged by job transfer policies that permitted internal transfer after one year on any given job. In recent months transfer policy has been changed, in effect, to require up to two years in a given job before transfer eligibility.

Another condition within GTC has been rapid technological change, leading to marked shifts in the way jobs are done and the skills and resources required to do those jobs. An often expressed view is that electronics is the company future. The implications of the above conditions for education and training are discussed later.

Recently, two new quality of worklife programs have been introduced at GTC. One is flextime enabling employees to vary working hours; the other is the "Cooperative Employee Assistance Program," a joint labor-management program designed to address employees' work and personal life problems. There is no clear consensus regarding whether or not flexitime is used to pursue outside education; it __is__ known to better enable employees to meet non-work demands.

The Target Group Workforce

The target population for the demonstration project described here consisted of the approximately 1800 GTC per diem employees within the Pomona Valley, a region of eight cities with a total population of 331,660.[1] Most employees in the target group work at one of three locations:

- __Pomona Division Headquarters__, or the 280 Locust Building, the area's central office, in which customer service, records, and repairs are handled. Reportedly this worksite includes a large number of new hires, many of whom work in "Traffic" as telephone operators.
- __Bonita Complex__, the unit which handles installation of business and home phones. Many of its employees spend most of their time in the field and use the facility only as a base of operations.
- __Supply and Transportation Division__, or the Ficus Complex, which employs about 700 production workers who assemble and repair equipment and trucks. The largest worksite, the Ficus complex has a sizeable Spanish-speaking population. Many new hires begin at Ficus.

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[1] 1978 data.

The project's target group consisted of 55 percent women and 35 percent minorities (slightly higher than the minority population of Pomona Valley), and ages ranged from eighteen to sixty-five. In the initial survey of workers[1] about three-quarters of respondents were less than thirty-five years old and about 26 percent were of Hispanic origin. Most respondents had more than a high school diploma or equivalent, with nearly half reporting some college. While approximately one-third of respondents reported an annual income of $15,000 or more, over one-third reported incomes of less than $10,000.

Internal Education and Training at GTC

A major result of both GTC's tremendous growth and the rapid pace of technological change has been the development of an extensive internal (company-provided) training system. Training needs of the workforce can be expected to skyrocket even more in the near future as the communications industry, by several reports, "will be radically altered within the next five years." Though company training focuses mainly on current skills needs, the company will have strong need for

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[1] The first survey questionnaire of the project was administered by NIWL staff to one hundred randomly selected workers from within the target group at three GTC locations in July 1979. In June 1980, the same questionnaire was administered to another randomly selected group of one hundred workers in the target area. Administration of the same survey at the beginning and the end of the project enabled assessment of the impact of the demonstration model on GTC workers' use of education and training, including tuition aid.

for people trained in the sophisticated conceptual thinking that will be key to the industry of the future.

This strong emphasis on the value of education and training represents a change in past company practice. In fact, many of its managers and supervisors have moved up the company career ladder with little formal education. Now, however, a college degree is much more a prerequisite for a high or middle management position, and the emphasis on education shows no signs of abatement.

To meet the almost constant need for both technical and managerial skills training and updating, a large system of GTC "schools" has developed, with the schools available to workers on a combination seniority/company need basis. Courses last from one day to several months and are held at training centers throughout California, the largest of which is in the Monrovia GTC office (near Pomona), an office which also houses the tuition refund office. By one estimate, GTC has the largest training system of any General Telephone company employing several hundred trainers.

According to one company official, the Public Utilities Commission staff feels that GTC spends too much money on its training system and that the costs of this training should not be passed on to the consumer. Thus, the commission does not feel that training sums should be calculated into rate increase requests.

In addition to GTC's separate schools or training centers, there are videotape machines which are used by employees to view training tapes. The facilities also include conference and meeting rooms which are used by schools that offer instruction on the company premises. Reportedly this arrangement is of great benefit to GTC because, as a company representative explained it, despite GTC's impressive training network, "no one company can provide a complete training system. In this sense, we are partners with the educational system."[1]

Educational counseling and advisement are available to hourly and management employees through the area training coordinator, management staffing representative, or designated individual in the Personnel Department. This counseling is usually arranged through the employee's immediate supervisor.

Despite the obvious emphasis on in-house job-related training and the necessity of subh training for mobility within the company, GTC has no formal career lattice program. A company representative stated that while such a career program is "in the works," currently, it is only in management ranks that there is a formal company-wide program for career mobility. Nevertheless, the awareness prevails that training is necessary to progress at GTC, and this awareness reportedly contributes to a general belief (especially among newer employees) in the importance of education, whether obtained internally or externally to the company.

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[1] In certain instances throughout this report, quotations are used which represent paraphrases of individual's statements rather than their exact words. This is done in the interest of clarity of communication, and in no case were meanings of statements intentionally altered.

What does the first survey reveal about these GTC employees' attitudes and beliefs about education and training? Ninety-seven percent of respondents cited on-the-job training as a preferred method of learning (followed by workshops or conferences and lectures or classes). Of those who had used education and training, the most common motivations for participation related to obtaining credentials, career advancement, general knowledge, and wage increases. Education institutions and the work site were the two most preferred locations for educational programs. Over half of respondents (58%) felt that GTC does encourage employees to seek additional education and training, and about 80 percent indicated their intention to continue their education in the next two years. About one-third said that there is a designated person within the company to provide educational and career information and advisement (the majority didn't know); also about one-third said they themselves had received educational information within the six months prior to the survey. Over 68 percent stated they would consult an educational advisor if available. These latter findings suggest that prior to the program interventions, most workers did not know that there were designated individuals to provide information and advice, few received information, and many wanted advice.

The GTC Tuition Refund Program

According to Training Department records, in December 1961, GTC began reimbursing its employees for tuition costs of education at outside schools. The practice has continued ever since, though aspects of the tuition assistance plan have been altered a number of times along the way. The personnel practices guidelines covering the company offering were last changed in January 1978. The guidelines roughly approximate those of the parent company, but there are variations between plans within the GTE system.

According to the Personnel Practices guidelines of 1977, "The tuition-aid program has been adopted to provide financial assistance in the form of tuition-aid for all regular full-time employees in their efforts to improve job performance and to prepare themselves for future advancement " (General Telephone Company of California, 1977:1). All regular full-time employees with at least three months' service are eligible to apply. The voluntary program does not guarantee promotion or continued employment and must be taken during nonwork hours and not interfere with job responsibilities (with occasional exceptions made to the latter provision).

Courses must be approved in advance. Upon proof of course completion, with a grade of "C" or better, employees are reimbursed for 75 percent of tuition charges, registration fees, books, and necessary materials. Certain "high potential" management degree candidates are eligible for 100 percent reimbursement, with a letter of approval from the area manager and Vice President.

Employees can enroll in all accredited public and private schools, colleges, junior colleges, universities, extension courses, and trade and correspondence schools. If an employee is in a degree program which has received supervisory approval, courses which are a prerequisite for the degree may be covered, even if they do not appear to be directly career-related.

To apply for tuition refund, employees submit a self-explanatory application form to their immediate supervisor. The supervisor reviews and signs the form and forwards it to the Tuition Aid Coordinator's office[1] in Monrovia where it is checked for proper adherence to company procedure. Assuming there are no problems, approval is granted. The application and approval procedure is normally required to be completed prior to school registration. The reimbursement process takes approximately two weeks or less from the time proof of satisfactory completion is presented. Use of tuition refund is recorded in workers' personnel files, if the employee or supervisor submits a record of such use.

It is the responsibility of the immediate supervisor to provide basic information on the tuition refund program. Tuition aid policy is described in the Personnel Practice Manual and is also mentioned in the Employee Benefits Plan Handbook and during new employees' orientation.

Aside from the above, prior to the demonstration project, the main form of advertising tuition aid was through occasional articles in General News, the company paper mailed to all employees' homes. It also appeared in area publications handed out at work, bulletins, and on "Update", a special toll-free number with information for employees.

In 1978, GTC budgeted $125,000 for tuition refund and expended $181,407. It represented the first time that tuition aid had not been overbudgeted. The budget, which comes out of the Personnel Department, has jumped since the early 1970s when it was approximately $20,000. Although the refund budget used to be divided by management and hourly, the two groups are now jointly budgeted.

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[1] The tuition aid plan is administered by the coordinator, who is a Training Specialist assigned half-time to tuition aid.

In the GTC tuition refund program, there were 276 completions in 1975, 361 in 1976, and 557 in 1977. Eight hundred applications for tuition aid were approved in 1978. (In that year, 15 employees in the demonstration project target area or less than 1 percent received reimbursement.) The reasons given for the company-wide increases in tuition aid use since 1975 include the following:

- The tremendous growth in the workforce
- The need for more supervisory personnel (drawn from company ranks)
- The increased emphasis on formal education credentials;
- The jump in use of the Azusa Pacific and Redlands degree programs, and
- The fact that GI Bill benefits began running out several years ago. (Employees are prohibited from drawing both GI and tuition refund benefits.)

Traditionally, GTC's tuition refund program has been used to assist current or future management employees, especially in fields such as engineering or accounting where managers are required to have academic credentials. They are often actively encouraged to use the program. Virtually all the company representatives interviewed for this case study had themselves used tuition refund. Several interviewees stated that a much larger proportion of users of the plan are from management ranks than from hourly. The program is considered to be an aid in recruitment of both management and hourly employees. Also, many describe the tuition refund program as providing an incentive for people who are considering continuing their education but are not yet firmly committed to it, in which case the financial assistance may provide the last needed push.

On-site interviews revealed differing perceptions of the main purpose of the tuition refund program at GTC. Generally, interviewees viewed the program in one of the following ways:

- A means to supplement internal company training when company schools are filled or limited
- A personal self-development tool to provide the broad education not offered in the company's narrower, job-related training activities
- A preliminary to company training
- A way to get a degree to meet company educational requirements
- A low-cost way for the company to train employees and prepare them educationally for the future
- A strictly job-related training tool, especially for high-skill or management employees
- Financial assistance not available for private colleges
- Financial assistance for college education only

- A way to get a degree even if it is not all career-related, and
- An investment in the employee's future in the company; i.e., an indicator of motivation and self-development which will be considered in promotional determinations.

As the above indicates, there was little agreement on the purpose of the tuition aid plan.

Considerably more consensus existed among interviewees regarding the level of awareness of tuition aid prior to the demonstration project. The majority viewpoint was that many employees had little or no awareness of the tuition refund program before the project. Nevertheless, the extent to which this proved true through the results of the first survey surprised a number of people at the site. Several of them stated that at the outset of the project (before the survey), they saw no particular need to promote the tuition refund plan. As one company official expressed it,

> At first, I didn't understand why there was a need for the project. It's such a good tuition refund plan, why wouldn't people use it? And to me it seemed that there were many people who were using it! But I later found out that there was a definite need to encourage people to use the plan.

There was, however, a common understanding once the project got underway of what its major objectives were. Most interviewees described the project as designed to promote awareness of GTC's tuition refund benefit and, if appropriate, to encourage people to use it.

The first survey of employees revealed that 41 percent were unfamiliar with the tuition aid plan, and only one in five said they had received information on the plan in the six months prior to the survey. Of those employees who were familiar with the plan, almost 70 percent of respondents indicated they did not know how to request approval for a course under the plan, and a majority were unaware of whether or not they were eligible to use the plan.

The initial worker survey showed that the most common perceived barriers to use of tuition aid were lack of information (cited by 66% of respondents), inability to pay educational expenses in advance (42%), inadequate cost coverage (32%), and red tape in the application process (25%).

Only about one in four survey respondents felt that the company encouraged employees to use tuition aid. Less than one in three reported receiving encouragement from any persons to use tuition aid; of those who did, friends outside of work followed by supervisors and co-workers were the most frequently mentioned individuals.

The most commonly cited sources of information regarding tuition aid according to respondents were supervisors, the employee handbook, co-workers, and company newspapers. But, in no case did more than one quarter of the employees receive information from any one source. Respondents most frequently cited supervisors (70%) and company representatives (48%) as the preferred sources of information on tuition aid.

Nearly 58 percent of survey respondents anticipated using tuition refund within the next two years. Thus, interest in using tuition aid was evident prior to the demonstration project, but lack of information about the plan was widespread.

GTC Involvement in the Demonstration Project

Throughout the demonstration project, the company made a strong commitment of time, money, and resources without which the project would not have been possible. From its initial willingness to participate to its openness to future action at the project's close, GTC evidenced a responsiveness and interest in the project's aims that is noteworthy.

GTC's continuous support of the project came in many ways. After opening its doors to NIWL, the company released the site coordinator from his regular duties for a year and gave him full access to company resources and personnel as appropriate to carry out the project's functions. Two company secretaries spent many hours arranging for workers to be identified, notified, and released for the two surveys. They also typed site coordinator reports, minutes of Education Committee[1] meetings, and other project memos and documents. Two hundred workers were released from their duties in order to respond to the survey questionnaire. The Tuition Aid Coordinator was sent at company expense to three NIWL dialogues on worklife education and training. And, perhaps topping the list of evidence of GTC's strong commitment to the project, each EIA was given four hours of release time a week to attend committee meetings and advise workers.

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[1] The committee composed of the EIAs which met once a week to discuss project activities and EIA roles, functions, and strategies.

Several individuals within the company were involved in facilitating the initial development and acceptance of the project. The Director of Training, Jerry Tucker, and the Labor Relations Director, Charles Green, were given oversight responsibility for the project, attended several meetings, and reviewed the site coordinator's activity reports. The Labor Relations Director approved the coordinator's employment status for the year, both initially and when the position was extended. The Training Director also monitored the project-related activities of the Tuition Aid Coordinator.

Working closely with the site coordinator on a more day-to-day level was Tom Garcia, the Area Personnel Manager. In the early stages of the project, he explained it to supervisors, outlining to them the roles and responsibilities of the coordinator and the EIAs. This included clearing the way for the release time arrangement. He also assisted in NIWL site visits and planning. Later, the new Area Personnel Manager, Marcel Turner, handled personnel shifts among EIAs and their release time arrangements, attended several Education Committee meetings, reviewed reports, cleared the way for the second survey, and generally served as the company contact for the site coordinator.

The involvement of Jan Stancer, Training Specialist and Tuition Aid Coordinator, in project activities included periodically providing data on tuition aid use to the coordinator and the EIAs, attending several project meetings and one of the survey administrations, and delivering a presentation at the three NIWL regional dialogues on the GTC tuition refund program. She also helped to prepare a brochure on tuition refund (Appendix B). The Management Staffing Representative for the target group area, Susan Reich, also attended several Education Committee meetings, kept in contact with the site coordinator and made the college catalogues in her office available to him. Also, she disseminated the tuition aid brochure in the educational counseling she routinely provided to employees entering management. Several supervisors attended group meetings held by EIAs to discuss tuition refund with employees. One wrote a memo to fellow supervisors explaining the project's activities and goals and EIA release time policy.

Other company involvement throughout the project year in disseminating information on tuition refund included several articles in the company newspaper, General News (Appendix C); bulletins; and the customary inclusion of tuition aid in new employee orientation.

Thus, GTC was involved in the project continuously, in numerous and significant ways. This involvement made the project possible and made clear the company's interest in alerting hourly employees to the educational opportunities available to them.

C. The Union

General Profile

Historically known as the "telephone union", the Communications Workers of America, AFL-CIO, has a membership of 625,000 reaching into almost every American community. Headquartered in Washington, D.C., the CWA has in recent years broadened its constituency to include workers in all fields of communications as well as growing numbers of public sector employees. The CWA has been affected by financial strains, and it recently switched from a flat dues structure to one of two hours pay per month, in an attempt to ease its economic burden.

The union is divided into twelve geographic districts. Local 11588, which encompasses the target group employees, is part of District 11, which is headquartered in Los Angeles.

The Local, with 5,300 members, including non-GTC employees, covers a large geographic area and is one of the CWA's largest locals. Its membership is 55 percent female. The local's facilities, in Colton, include classrooms in the union hall and an auditorium in an adjoining building. The local publishes a monthly newsletter, The Union Review.

According to union representatives, the CWA has always voiced strong belief in the importance of education for its members. Prior to the project, they report, their main area of educational involvement was in shop stewards' training. Stewards function in almost every work group throughout GTC. Stewards are paid by the union and are regularly given release time by the company for grievances and other union business. By and large, the results of the initial survey indicated that before the project, the union was not perceived by employees as having a significant role in providing education for members.

Involvement in the Project

Officials of CWA District 11 played a key role in selecting the site coordinator and the Pomona target area. Reid Pearce, Administrative Assistant to the District Vice President, also attended planning meetings, participated in NIWL site visits, and later gave union approval for the extension of the site coordinator's position.

Initially, the project was explained to officials of Local 11588 by the District Administrative Assistant and the site coordinator. The President and Second Vice President of the Local, Michael Crowell and John Strickland, met with NIWL staff and the Senior Project Consultant to discuss potential involvement of the union in the project. Subsequently, Crowell and Strickland invited NIWL representatives to explain the project to the Executive Board of the Local, which expressed an interest in being involved. Vice President Strickland attended several early Education Committee meetings and served on the project planning committee.

The Local kept in close touch with the site coordinator and offered him considerable resources of time, materials, and access to the membership. It was through 11588's resources that the coordinator developed posters on tuition aid (see Appendix D) and mailed a first-class letter explaining tuition aid to all target area employees (Appendix E). Also, the local's newspaper, the Union Review, published periodic articles by the coordinator encouraging members to use their tuition aid benefit (Appendix F). In addition, the coordinator would occasionally make presentations on the project at membership meetings of the local.

Thus, the union became involved in the project in several very significant ways, playing an active part in developing key aspects of the information dissemination strategy and providing the coordinator with support and resources.

D. Educational Institutions

The demonstration project was situated in an area rich in the number and diversity of educational institutions and offerings, as well as institutional commitments to providing education to adult workers.

The region includes twenty four-year colleges and three community colleges. Not only are a number of the programs geared to workers (including accelerated, self-paced, weekend, and evening programs), but several of them actually offer courses on GTC premises. In addition, the Pomona Unified School District has an extensive adult education program, offering a wide variety of courses at thirty-one locations.

Recently, two nontraditional college programs have become particularly popular with GTC employees -- the University of Redlands' accelerated B.A. and M.A. Degree programs, and the Azusa Pacific College's A.A. program.

The University of Redlands Alfred North Whitehead Center for Lifelong Learning is an off-campus program geared toward working students. Offering a mix of vocational and academic study, the Center's programs consist of courses which meet one evening a week for thirty-five weeks at local companies or agencies convenient for students. The programs offer junior and senior level college work, and 50 semester units of college work are required for admission. Typically, students are in or working towards middle management positions, and the courses, through intensive field projects, actively stress application of learning to students' actual work situations. Some life experience credits may also be granted. Approximately 100 of the 1500 students in the Center are GTC employees, with the Center offering several courses at the company. The tuition of $3000 is about half of Redlands' normal on-campus tuition cost.

Another approach to meeting the needs of worker-students is the Universal College Program of Azusa Pacific College, a program which accomodates scheduling difficulties by offering videotaped courses which students can view on their own time. Students watch the taped courses on playback systems either at their company (GTC has many such units and each building has at least one) or in their own homes. A wide variety of liberal arts courses leading to an Associate of Arts degree in General Studies are available and are supplemented with workbooks and test sheets. Each course has twenty-four half-hour lectures. Students are sometimes clustered with several others to listen to the tapes. Staff of the college see the independent study program as presenting an important learning option through which many students flourish, even though others may experience motivational difficulties because of the need for strong self-discipline and initiative. A high school diploma or equivalent is required for admission, and up to thirty units of college work can be transferred toward the degree.

While a number of the four-year institutions involve considerable cost, California is noted for its extensive system of tuition-free state and community colleges.

Chaffey Community College, with 13,000 students, offers a growing number of programs in conjunction with the training and education needs of area business and community establishments. Since Proposition 13, it has begun to "subcontract" from companies some of their normal in-house employee training. Chaffey instructors provide supervisory training to GTC employees on company premises.

Mt. San Antonio, also a community college near Pomona, has almost 19,000 students and a very complete program including evening programs and off-campus educational service centers which offer counseling, guidance, and testing. One such center is in downtown Pomona and is open days and evenings.

By and large, educational counseling and advisement are available to students at the campuses of area institutions.

Area educational institutions were involved in the project in two primary ways. First, in the early months of the project, the site coordinator made visits to representatives of area schools, explained the project to them, and collected their catalogues and bulletins. Second, in several instances, local educators interested in offering classes to GTC employees approached the site coordinator and/or the EIAs to explain their programs and to attempt to secure employee interest in using them. In this way, the coordinator and the Education Committee played a brokering role, helping to build linkages between educational suppliers and consumers.

In case study interviews with local educators, their level of awareness of the demonstration project was low. Nevertheless, their support for and interest in the project when it was explained to them was very high. Furthermore, their awareness of the project was probably augmented subsequent to the interviews, as the site coordinator provided them with names of workers who had been identified through the project as interested in their programs.

V. THE PROJECT: KEY PLAYERS

A. Site Coordinator

Central to the demonstration project in all its aspects was the site coordinator. As it was initially conceived, the coordinator role would include the following major tasks and responsibilities:

- coordinating day-to-day operation of the project
- designing and implementing an information delivery system
- identifying barriers to employee use of education and developing strategies to overcome them
- serving as liaison between project participants and NIWL
- maintaining records of project activities and developing reports for NIWL

Throughout the course of the project, the site coordinator fulfilled these functions and others as well. Interviewees generally described the coordinator as the central resource person, informational focal point, and intermediary for the project. He was seen as a contact person, a broker, an administrator of daily project activities, and a "public relations" person for the project. Descriptions of his role most often emphasized the linkages he built between the various project parties and the information network/clearinghouse functions he carried out.

Specifically, activities of the site coordinator included:

- identifying workers for the surveys
- identifying and recruiting EIAs
- explaining the project and its goals to individuals within the company and the union
- contacting workers individually and in groups about GTC's tuition aid plan
- making contacts with local educators to explain the project and to collect school catalogues and other educational materials
- disseminating educational and project-related resources to EIAs
- chairing Education Committee meetings
- monitoring EIA group meetings with workers and providing EIAs with assistance and training as needed
- developing posters, articles, and letters advertising and promoting the tuition aid plan
- speaking at union meetings to publicize the project
- providing educators with names of GTC workers who had indicated an interest in their programs
- providing NIWL with regular written reports of daily project activity
- delivering a presentation on the project at three NIWL regional dialogues on worklife education and training.

As this listing indicates, carrying out the site coordinator's mandate to oversee day-to-day project operations necessitated fulfilling a wide variety of roles and responsibilities.

B. Education Information Advisors

The primary method of disseminating educational information

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during the project was through the EIAs. The Model 1 EIA role was designed to include the following tasks:

- explain the tuition refund program to workers individually and in groups
- identify alternative sources of financial assistance for learning and refer workers to them
- inform workers of internal and external education and training opportunities
- communicate workers' learning needs and barriers through the site coordinator to the local planning committee
- collect and record basic data on each worker contacted, and report regularly to the coordinator.

The EIA experience began in June 1979 with the recruitment of four EIAs identified by the coordinator and approved by management and union officials. EIAs were chosen at different work locations and were selected largely on the basis of interest in education and/or prior or current use of tuition refund.

EIAs were trained in Pomona in July by NIWL staff and the Senior Consultant of the Worker Education and Training Policies Project (WETPP). At the training, they learned about the aims of the WETPP and the Model 1 demonstration project. Education information dissemination strategies were explored and the roles and responsibilities of EIAs were outlined.

This formal training was supplemented by "field training" conducted by the site coordinator, who viewed each EIA's initial group meeting and provided assistance and suggestions where needed. The newer EIAs were briefed individually by the coordinator and provided with necessary written materials.

The EIA group became the Education Committee in October and began meeting once a week for an hour to discuss problems and strategies, tuition refund policy, and new education information.

When the EIA contacts with employees got underway, both individual and group contacts were made, with each EIA often doing both at different times. The decision made by each EIA of which strategy to adopt was based on several factors, including preferred interaction method, size of work group covered, and employee work schedules. For example, one EIA began contacting workers individually to explain tuition aid and had contacted 100 workers in two months. Groups of ten were also tried, but the whole process was so time-consuming that eventually employees were addressed in the plant cafeteria in groups of 80. Employees in the group would ask questions and would fill out the EIA contact forms in which each worker could indicate educational needs and interests and any requests for information (for later EIA follow-up). Management assisted in scheduling the large group meetings for different work groups. For another EIA, however, group meetings were not feasible due to problems of work scheduling. Thus, the EIA would carry school catalogues and see employees individually throughout the day, explaining tuition refund and local educational opportunities and eliciting employees' interest. Another EIA, whose target group consisted of work crews of eight to ten employees each, initially made individual contacts but subsequently found that crew meetings provided the ideal occasion to address employees. The EIA made educational bulletins available at these meetings. She also continued to meet with employees individually on her own time where appropriate. Two EIAs who conducted only group meetings would talk to interested workers individually either after the meetings or later on by telephone and would often direct them to sources of in-depth educational counseling.

Basically, then, the EIAs' role, as designed initially and as perceived by them, was one of _providing information_ and serving as _resource persons_. EIAs did not provide in-depth educational counseling but they knew where to refer employees interested in receiving it. They were able to answer questions about company tuition refund policy and to outline the range of local educational opportunities. They also could be said to act as educational _advocates_, whether by _directly_ promoting the advantages of education or merely by the fact that they were taking the time to explain the company's tuition refund plan. In the former sense, their role went beyond strictly providing information. Further, in that EIAs would discuss employees' educational interests and make suggestions, they actually did perform a _counseling and advising_ role, rather than simply one of informing.

EIAs outlined a range of issues and concerns which they brought up and/or which were brought up by workers in the course of their discussions. These included:

- the purpose of education and the effects of having a college degree
- tuition refund for company-wide career development, including job transfer to another field within GTC
- the types of courses and programs covered under the tuition aid criterion of "career-related "
- the advisability of elective (nonrequired) courses as a way to begin a return to school and as part of a degree program
- the registration dates of local educational institutions
- the sources of educational counseling within the community
- the effect of GI Bill benefits on eligibility for tuition refund
- the policy on tuition aid coverage of family members, and
- the effect on an employee of applying for tuition refund and failing to successfully complete the course.

VI. CHRONOLOGY OF MAJOR PROJECT EVENTS

May 1979 The GTC site was selected and final agreement to participate was secured. The Pomona area target group of 1800 hourly workers was chosen, and a Local Planning Committee was appointed.

June 1979 The Site Coordinator was chosen and then trained at NIWL in Washington, D.C. The planning committee met. Workers were chosen for the first survey. The site coordinator recruited four EIAs at different work locations.

July 1979 The survey questionnaire was administered to 100 randomly selected workers throughout the target area; discussion of the survey and the project followed. NIWL staff and the Senior Project Consultant trained ten individuals involved in the project, including the site coordinator, EIAs, and several members of the planning committee. The training focused on education information delivery needs and strategies, as well as the roles of the various parties. The site coordinator began contacting local adult education institutions, collecting school catalogues and GTC tuition aid plan information, and compiling a preproject environment report for NIWL. The demonstration project was explained at the meeting of the Executive

Committee of Local 11588, which embraces the demonstration area.

August 1979 The preproject environment report was completed. The site coordinator began publicizing the project and tuition aid, through the posting of tuition aid forms, contacts with workers, and meetings with groups. A tuition aid article appeared in the *General News*.

September 1979 A site visit was made by NIWL staff. NIWL recommended further involvement of EIAs, the local union, and other resources. Survey results were disseminated. The *Union Review* began publishing the site coordinator's articles on the project.

October 1979 NIWL staff and the Senior Project Consultant visited management and union officials involved in the project, met with groups, and held strategy meetings. The role of the local union leadership in the project was greatly expanded and commitments of its resources were made. Six new EIAs were added, including one Hispanic at the Ficus complex. The EIA group began meeting formally as an Education Committee (EC) once a week to discuss problems and strategies, tuition refund policy, and education information. The EC and the coordinator began following weekly work tasks with an end goal of reaching each worker six times through direct individual and group contacts and print/visual information.

EIAs began making direct worker contacts. The company planned greater use of in-house resources to publicize tuition refund. Also, it agreed to provide four hours release time per week for up to ten EIAs for the remaining eight months of the project for project activity. The GTC Tuition Aid Coordinator and the chair of the local union's Education Committee (Second Vice President John Strickland) were added to the project planning committee. The Tuition Aid Coordinator attended an EC meeting and answered questions. A new GTC brochure on tuition aid was released.

November 1979 Local 11588's Education Committee chairperson attended an EC meeting and discussed EIA strategies.

December 1979 CWA local, district, and international representatives met with the site coordinator to plan a tuition aid publicity event to be held in conjunction with the local's scholarship awards. The site coordinator enrolled in the University of Redlands accelerated degree program for a B.S. in Business Administration. The coordinator wrote a letter on tuition aid which the union mailed first class to the target group.

January 1980 EIAs completed their first round of worker contacts. Several EIAs left the project due to job transfers and maternity leave. Plans were made for the next round of contacts, including follow-up. The Area Personnel Manager was transferred; his position was filled by someone who had used tuition refund for an M.B.A. EIAs were encouraged to report worker contacts in greater detail on the forms they use to record worker contacts (Appendix G). The new Area Personnel Manager and a Personnel Representative attended some EC meetings. Tuition refund information dissemination through company and union newspapers and posters continued, as did contacts with local educators. The University of Redlands expressed an interest in offering classes at the local union hall as they do at GTC.

February 1980 The second round of EIA contacts was underway. Data were compiled on tuition aid users in the target area. One new EIA was added to the EC. A panel of five project representatives delivered a presentation on the site at an NIWL regional dialogue on worklife education and training in Berkeley, California.

March 1980 Labor-management negotiations were ongoing as a three-year contract had expired and no new agreement had been reached. The site coordinator and tuition aid coordinator attended NIWL's second regional dialogue in Minneapolis, Minnesota, and delivered a presentation. The site coordinator reported on the EC at a union meeting.

April 1980 The site coordinator and the EC were involved in discussions with area educators who were interested in offering classes at GTC. A new three-year contract was ratified. The third NIWL regional dialogue in Boston, Massachusetts, was attended by the site coordinator and the Tuition Aid Coordinator who again made a presentation on the project. Plans were underway for the second survey administration and a case study of the project, both to be conducted in early June by NIWL staff.

May 1980 EIAs completed their second round of contacts and prepared to terminate their official EIA responsibilities.

June 1980 The second survey was administered to 100 randomly selected workers. On-site interviews were conducted by NIWL staff with nearly thirty people who had been involved in the project for a case study report of the project's impacts and outcomes. The EC officially disbanded; possibilities for follow-up were discussed. The coordinator provided educators with names of students who had indicated an interest in their programs. The site coordinator position was extended until September 1980 to enable follow-up worker contacts and further data collection on tuition aid use. Indications were that tuition aid requests were up. The

EIAs received letters of appreciation for their service from NIWL to be included in their personnel folders (Appendix H).

July 1980 Certificates of service from NIWL and the CWA International were sent to the EIAs (Appendix I). Data from the second survey were compiled and the case study report, with recommendations for follow-up action, was drafted.

VII. PROJECT OUTCOMES

A. Impacts on Workers

> The awareness level of tuition refund has jumped from 10 to 90 percent because of the project.
>
> --EIA Comment

The overall objective of the project was to increase workers' awareness of the tuition refund plan and educational opportunities available to them. Was this objective met?

The answer is a decided yes, according to both anecdotal and survey evidence.

Though interviewees were not unanimous in this view, a large majority clearly felt that the project had substantially boosted awareness of tuition aid. This sentiment was echoed by management and union officials, EIAs, supervisors, and workers.

Most interviewees did not share the degree of optimism reflected in the guestimate of the EIA quoted above. Nevertheless, one supervisor stated that "now that there's been the big push through the project, the majority of employees know about tuition refund. That certainly wasn't the case when I used the benefit a number of years ago." Several other company representatives and one worker stated that while they were not aware of actual numbers, the project had definitely increased overall awareness of the tuition refund benefit.

The sentiment of union representatives was also that the project had definitely expanded employee knowledge of the benefit. Local 11588 officials were enthusiastic in their recounting of the calls they had received throughout the year from members wanting to know more about tuition assistance and how they could take advantage of it. They, too, stated that the word had filtered to others outside the project target area. In the words of one of the officials,

> All we have to do is sell the program; it doesn't cost a dime. That's what the site coordinator and the Education Committee did all year, and it's worked. We've received many more calls from members who are so interested and want to know more.

This word-of-mouth or "filtering out" effect was also described by EIAs who said they too got calls for information from people outside their target area. Some of the workers they contacted subsequently transferred to other GTC jobs and told co-workers about the EIAs; interested co-workers then contacted the EIAs. Another sentiment expressed by several EIAs was that while an impact was made, they had contacted so many people that they had lost a sense of how great their effect actually was.

Not only are there strong indications that the project increased employee awareness of tuition aid, but there is evidence to suggest that the project may have led to a growth in employee use of tuition aid. A management spokesperson who is familiar with employee's educational activities speculated that three to four times as many now use tuition aid because of the project. The Tuition Aid Coordinator stated that seemingly due to the project, there has been a definite rise in the number of refund applications being processed, as well as requests to her office for information. While the exact figures are as yet unavailable, she said that there has been an increase in tuition reimbursement applications in the Eastern area as a whole (which covers more than just the Pomona Valley project target area).

The comments of several interviewees suggest that the project may have increased use of tuition refund by those employees who (1) were already in school but had been unaware of the refund benefit, and (2) had been considering returning to school and learning of available tuition refund money provided them with the needed push to enroll.

Other impacts were mentioned by interviewees. One supervisor commented on the importance to employees of seeing that education is so important to GTC that there was a special project to promote it. Also, one EIA mentioned that many employees were not aware that tuition aid covered career-related (as opposed to strictly current job-related) education, and learning this encouraged them to explore other fields within GTC.

What do the survey results show about increased awareness of and interest in tuition aid and education and training? Eighty-four of the 100 workers who responded to the second survey (administered in June 1980) stated that they were familiar with the GTC tuition aid plan, as compared to only 59 of the initial survey respondents. The number very familiar with the plan jumped from 14 to 23 percent and the number unfamiliar with the plan dropped from 41 to only 16 percent. Those respondents unaware of their own eligibility for tuition aid dropped from 58 percent in the first survey to 42 percent in the second. The percent of those employees saying they had received information on tuition aid within the preceeding six months rose from 20 to 72 . Inadequate tuition aid plan information was cited as a problem by 66 percent of first survey respondents but by only 42 percent of those answering the second survey. In the initial survey, 32 percent of workers said they had received information on education and training in the preceeding six months; this figure was 52 percent in the second survey. Reported use of tuition aid grew from 5 percent to almost 9 percent, and the number of respondents anticipating tuition aid use within the next two years grew over 7 percent.

The testimony of many key project participants, coupled with some very persuasive survey results, make a strong case for stating that the project successfully met its prime objective of enhancing GTC workers' awareness of their tuition refund plan.

B. Other Impacts: Organizations and Individuals

Company

The existence of the project increased company awareness of tuition refund and the need to encourage its use by hourly employees. Furthermore, the project reportedly encouraged several company representatives themselves to return to school under tuition aid.

Several management spokespersons also described the project as a joint union-company endeavor which boosted morale and had a positive impact on the working relationship between the two organizations. One said it made him much more attuned to the important role the union has in employee education.

"This was a cooperative, nonadversarial venture, reflecting the commitment of both organizations to education of our people."

What was the project's impact on supervisors? Though not a unanimous sentiment, several interviewees felt that through the project, supervisors had become more aware and knowledgeable regarding tuition aid. This could be due to their supervisees and/or they themselves attending meetings held by EIAs. One supervisor of an EIA said that since the project, other supervisors had approached him (the EIA had been transferred) with questions about education so that they would now be able to respond to their employees' inquiries. "Education is more out in the open now, and supervisors want to be able to answer their employees' questions." The project had showed them too (the supervisors) the high value GTC places on education, this interviewee felt. But he also said that supervisors felt less burdened, because EIAs were now handling educational information for employees. One superintendent of employees outside the project target area asked an EIA to talk to those employees, on company time, about tuition refund.

It appears that the project resulted in increased involvement and visibility of the Tuition Aid Coordinator. Though initially not involved in the project, the coordinator shared data with EIAs and the site coordinator, delivered presentations on the project at the three NIWL regional dialogues, and participated in the second survey administration. Through the course of EIA talks and written publicity of tuition refund, the Tuition Aid Coordinator was repeatedly identified as the appropriate person to contact regarding use of the plan. Thus, it seems probable that employee awareness of the coordinator and her position grew as a result of the project.

Union

> Our union has always been interested and involved in education. But now the company is more aware of that and of the role we have to play in employee education. The project has also helped to raise the consciousness of our membership about the importance of education.
>
> The project has had a great effect in opening our eyes to membership needs and role of we, the leadership, in developing programs to meet those needs.
>
> -- Comments of union representatives

As the above quotes indicate, the project appears to have made a notable impact on the union. Collaboration with the company. . .membership interest in education. . .development of new programs -- these all seem to have been sparked by the union's participation in the project.

The local leadership described the project's "eye-opening" effect in glowing terms:

> The project prompted us to better see the value of tuition refund in meeting our members' educational needs. And the Education Committee was a key link to the membership. . .We began thinking about all the ways we could develop our own programs to enhance and supplement the value of tuition refund.

The local's Education Committee broadened its focus beyond the traditionally exclusive concern with stewards' training. A representative of the University of Redlands met with officials of the local to explore the possibility of offering electronics and other courses (covered by tuition refund) at the union hall or some other community space. Contact was made through an NIWL regional dialogue with a program to aid women entering the labor market to explore its applicability to the target area. The leadership developed a plan of courses and programs to meet membership needs and explored the teaching and other community resources which could be enlisted to respond to those needs. It also gained a sense of its existing resources and how these resources could be put to better use in developing education programs for the membership.

Site Coordinator

According to many reports, including his own, serving as site coordinator had important outcomes for Joel Clifton. The most obvious was that he, himself, decided to return to school for a Bachelor of Science in Business Administration from the Redlands' accelerated degree program.

Equally important, however, are more subtle impacts, including changes in attitudes and self-perception. The coordinator reported greater trust in his own abilities. Through the project, he developed many skills needed to fulfill the demands and responsibilities of his position -- skills in writing, organizing, communicating, public speaking, etc. Having discharged these responsibilities with success, the coordinator's self-confidence increased, and this appears to have influenced his decision to return to school. Along with this, his knowlege grew rapidly -- both specific knowledge, about tuition aid and local educational opportunities, and broader knowledge, that is, a greater understanding of company and union policy and perspectives, as well as the mechanics of administering a demonstration research project.

The understanding the coordinator gained through the project of organizational problems and perspectives led him to a more open, less "black and white" way of viewing the various parties involved. Reportedly, that significantly enhanced his ability to relate effectively to those parties, and it would seem that an effect such as this would impact his future activities and relations as well.

EIAs

> Being an EIA has opened many doors for me, not in the way of job opportunities, but in ways of self-image, inner talents, motivation and etc. . .and, if I had the chance, I would do it fifty times over.

This testimonial eloquently illustrates the positive impacts on EIAs of their peer advisement experience.

As mentioned, EIAs become known as general resource people and advocates to whom employees could turn for information and assistance. This visibility and responsibility enhanced their self-esteem and sense of purpose. One EIA described how filling this role gave her an "up" feeling. It also motivated her to continue her own education.

The self-satisfaction and self-confidence gained from helping co-workers seemed to build EIAs' leadership potential and activism in other areas. Several moved into stronger leadership positions within the union. Also, most of the EIAs were female. Though many had not known each other prior to the Education Committee, they became active in women's issues and formed a separate women's group which met in the evenings. It would seem that, as with the site coordinator, the enhanced sense of strength and ability achieved by the EIAs could importantly affect their future endeavors in both their work and personal lives.

Overall, it appears that the project not only impacted positively on its specific concern -- employee awareness of tuition refund -- but had important related and often unanticipated outcomes for the numerous parties involved.

C. Relative Success of Various Roles and Interventions

Company

The survey results provide strong indications that company efforts to promote tuition aid throughout the project made a very significant impact. There was little consensus among interviewees regarding the value of the company newspaper as a means of publicizing tuition refund. The lack of consensus stemmed from disagreements regarding the level of readership of General News. In the second worker survey, however, 36 percent of respondents stated they had received tuition aid information from the company newspaper, as opposed to 20 percent in the initial survey. The number stating they had received this information from handouts jumped from 9 to 56 percent; and from company meetings, there was an increase from 4 to 27 percent. Respondents were likely to have considered EIA group meetings in the "company meetings" category. Along the same lines, the number of respondents stating that there was an individual within the company to provide educational advisement jumped from 32 percent to 58 percent, and the number reporting they had seen an individual for advisement within the last two years increased almost 16 percent. Some interviewees also expressed doubts about whether company bulletins or posters were read. Nevertheless, the second survey revealed a sizeable jump in the number of workers stating that the company encouraged them to use tuition aid. While 25 percent of workers reported this in the first survey, this number increased to 55 percent in the second survey.

Union

Both company and union interviewees pointed to the important part the union had to play in disseminating tuition aid information, through word-of-mouth, the union newspaper, bulletins, the mail, and membership meetings. Its visibility among hourly employees was considered crucial in this regard. Local union officials felt that the mailing they did (containing the coordinators' letter urging employees to use tuition aid) had an impact because it was sent first-class, rather than the usual bulk mail, and thus drew more attention. They reported that this letter stirred interest among workers, some of whom called the union for more information.

The survey results evidenced the impact of the union's interventions. From the first survey to the second, the number of respondents stating they'd received tuition aid information from the union newspaper increased from 3 percent to 19 percent and from union representatives the number jumped from 2 to 28 percent. The number who cited union representatives as their preferred source of tuition aid information increased from about 12 percent to 25 percent, and the percent stating there was an individual within the union to provide educational advisement grew from 14 to 37 percent. Further, nearly 40 percent of second survey respondents said the union encouraged them to use tuition aid, as compared to only 6 percent in the first survey, and 42 percent said the union encouraged them to seek education and training, as compared to only 14 percent initially.

Site Coordinator

The importance, value, and success of the site coordinator role was stressed repeatedly by interviewees. There was a strong consensus among the company, union, and EIAs that the coordinator was a key factor in the success of the project. Why did the coordinator role work so well? Leaving aside individual personality traits (which were often mentioned and certainly had an important positive impact), the incumbent was very well-known (and respected) among both union and company constituencies and thus had a ready made "in" with many people from the start. This strong base of support clearly made a difference. Through the project, the coordinator became a recognized source of educational information, as well as the key contact person and intermediary; thus the effectiveness and impact of his role further grew.

EIAs

> Nothing is stupid if you think it's worth asking.
>
> -- EIA comment to group of worker advisees

Through the EIAs, educational information was disseminated to workers by their peers in a personalized and decentralized manner. The importance of the element of personal and peer contact was stressed by several interviewees. One supervisor mentioned that this was important to many workers for whom a trip to a centralized company office for counseling might be inconvenient and/or threatening. A company official concurred, stating that employees' psychological barriers regarding education were best overcome by having a co-worker (rather than a supervisor) engaged in offering encouragement and support. Another management representative augmented this point, describing the success of the EIA role as follows:

> EIAs were enthusiastic, insightful, and well-known people with union contacts and excellent rapport with hourly employees. Had they not been hourlies and oftentimes union stewards themselves, the project would definitely not have been as effective. . . .Most employees who ask about tuition refund aren't sure about it, so who they get the information from will make or break the outcome; it's crucial.

Several EIAs also commented on the fact that they were also union stewards. As one explained it, "My constant exposure as a union steward and an EIA made me known as an accessible resource person and advocate". Others concurred, suggesting that their acceptance and usefulness as EIAs may have been facilitated or enhanced by their preexisting visibility as stewards.

EIAs stated that although the initial formal training they received (from NIWL staff and the Senior Project Consultant, who is also director of the Rutgers Labor Education Center) was helpful to them, more helpful still was the "field" training they subsequently received from the site coordinator. This latter training was helpful both in terms of the practical tips it offered and the moral support it provided when they needed it.

One EIA commented that when the Education Committee's duties were revamped and expanded early in the project, she found that she had greater responsibilities than she'd expected but was able to get much more actively and enjoyably involved in the project. "I was able to get much more information out to people in the field, once our role was increased." The value of this word-of-mouth form of information delivery was mentioned by EIAs and other interviewees.

What did the EIAs set out to do? According to one, "Our responsibility to others was to be an 'up' and to boost them about education." How was this best done? Here, the perspective was mixed. The general sentiment among EIAs was that individual contacts with workers often made it easier for them (workers) to open up, listen, and ask questions. Nevertheless, group meetings also had advantages because groups tended to provide more motivation and also allowed employees to benefit from questions raised by others.

Providing motivation was not just a problem regarding the workers being addressed. A few EIAs described their own motivational difficulties: Explained one,

> In our second round of contacts, our motivation was really down because we'd encountered so much negative sentiment or lack of interest the first time. Se we had to try and remotivate ourselves. I would do this by picking any topic that would get them talking, whether or not related to education. That would draw people out and remotivate me, and then the education discussion would go fine.

Research Interventions

It is worth noting the impact of a less obvious, but significant, intervention. The mere existence of a study of tuition aid use at GTC had an effect on awareness in and of itself. Research interventions such as the surveys and case study promoted greater knowledge of the tuition aid plan. For example, in the course of the case study, a worker was interviewed who described herself as unfamiliar with the project and the tuition refund process. By the end of the interview, she had received information and encouragement about the plan and was referred to one of the EIAs for further advisement.

D. Local Recommendations for the Future

Almost unanimously, interviewees expressed strong interest in hearing about the results of the project (i.e., second survey data, case study etc.) and any possibilities for continuation of certain of its components. There appeared to be an openness and curiosity about others' reactions to the project and to the tuition aid program in general. The comment of one management official reflected the view of several:

> I think the tuition aid program is a good, strong program and I don't think it needs major changes. But I'm very interested to see the study's results, because if it does reveal major employee concerns, then we should explore ways to revise the program.

The suggestion was also made by these officials that NIWL present recommendations gleaned from the project which they could then submit to the company's top leadership for consideration. Thus, the expressed level of interest in exploring next steps was quite high.

Specific suggestions for next steps offered by company representatives included the following:

- GTC should advertise tuition refund on a continuous basis, regularly printing articles and bulletins on it in employee orientation, with supervisors fully knowledgeable about the program.
- An accessible and well-known resource person should be available within each company region or locale to inform workers of tuition aid and educational opportunities. If feasible, this person would be mobile and would do outreach counseling, reaching new workers early in their career at GTC.

- Continue the EIA/peer advisement model, heavily involving union stewards as sources of information and encouragement for workers seeking to continue their education.
- Utilize union membership meetings as a way to reach workers regarding education and tuition refund.[1]

Union representatives offered the following suggestions for next steps:

- Begin a continuing company-union dialogue to discuss the tuition refund program and to explore the long-range possibility of its becoming a negotiated item.
- Examine possible revisions or expansion of the current tuition aid program, as well as follow-up actions, with parties involved in the demonstration project.
- Activate more fully union involvement in apprising members of tuition refund and counseling them regarding educational opportunities.
- Continue the use of EIAs as a means of raising membership consciousness about the importance of education.
- Develop through the local union in cooperation with educators and community groups a broad education program, not limited to the target area, which will meet the immediate and future needs of the membership; including, for example, electronics courses at the union hall, a women's resource center, and labor studies.

1/ Note: These recommendations do not necessarily have unanimous support, but a mention here indicates support by at least several persons.

- Continue the local's Education Committee, under the leadership of the project site coordinator, and use funds of the local to finance release time for further EIA work.

Recommendations by EIAs for future actions were:

- Develop centralized resource centers -- perhaps in GTC cafeterias -- with educational information, tuition aid application forms, the personnel practice guidelines, and names of contact people.
- Activate a peer educational counseling system, with counselors (each with a strong interest in education) available from different age groups to explain to co-workers what to expect and prepare for in a return to the classroom.
- Hire several full-time counselors within the company -- in different regions plus mobile where needed -- to provide educational advisement and encouragement.
- Develop audio-visual documentation of the EIA experience (developed by the EC) which could be shown at employee orientation, safety meetings, and union membership meetings as a way of promoting external education.

As reported, a number of interviewees cited the current tuition reimbursement payment method as a barrier. Several educators advocated alternative payment methods, including: (1) having the company pay tuition directly to the schools rather than to the student, and (2) reimbursing students every twelve to fifteen weeks, rather than by semester, to ease the financial burden on students.

VIII. SUMMARY AND CONCLUSION

A. Summary

Through the Pomona-area tuition refund demonstration project for GTC hourly employees, labor and management collaboratively addressed one of the most important barriers to worker use of education, that of insufficient information. Initially, the demonstration site was a classic example of a common situation -- a setting in which the company values education, the workers want it, a comprehensive education benefit is offered, and few use it. Also, there was little appreciation of the gap between the present and the possible. Local parties, on agreeing to participate, came to support the project and eagerly gave of their time, resources, and interest to make it happen.

The project began in June 1979 with the selection and training of a site coordinator and the administration of a survey questionnaire on education and training to one hundred randomly selected hourly workers within the project's target area, Pomona Valley. Also, education information advisors were selected and trained, and an information dissemination strategy was devised.

In accordance with the model on which the project was based, hourly employees were apprised of the GTC tuition aid plan and local educational opportunities through articles in the company and union newspapers, brochures, mailings, posters, and EIAs. The latter were a central focus of the project. EIAs informed and advised their co-workers individually and in groups and also met weekly as a committee to discuss goals, problems, and strategies. The company afforded each EIA four hours' release time a week to fulfill the position's responsibilities.

Throughout the course of the project, the site coordinator handled day-to-day operations, chaired the Education Committee, met with individuals and groups regarding the project, and acted as liaison with NIWL. Several months into the project, the local union increased its level of involvement in project activity, and it provided the coordinator with resources and materials with which to publicize and promote tuition aid.

At the close of the project, the survey questionnaire was again administered to one hundred randomly selected workers. Also, in-depth on-site interviews were conducted with project participants for a case study report Both the survey and case study were designed to assess the impact of the demonstration project intervention on workers' awareness and use of tuition aid as well as attitudes regarding education and training. The site coordinator position was extended three months to enable further data collection and follow-up worker contacts.

What were the effects of the project? In less than a year's time, through the combined efforts of the company, the union, the workers, and NIWL, GTC employees' knowledge of their tuition refund program increased significantly. The information delivery strategies developed appear to have worked remarkably well. The survey results, along with anecdotal evidence, render striking evidence of the project's success. Table 1 summarizes some key comparisons of first and second survey data.

TABLE 1

THE FIRST AND SECOND WORKER SURVEYS: KEY COMPARISONS

SURVEY ITEM	PERCENT RESPONDING-- FIRST SURVEY	PERCENT RESPONDING -- SECOND SURVEY
Very familiar with company's tuition aid plan	14	23
Famiiar with tuition aid plan	59	84
Unfamiliar with tuition aid plan	41	16
Received tuition aid information within preceeding six months	20	73
Problem with inadequate tuition aid information	66	42
Received education and training information within preceeding six months	32	52
Received company encouragement to use tuition aid	25	55
Received tuition aid information from company newspaper	20	36
Received tuition aid information from handouts	9	56
Received tuition aid information from company meetings	4	28
Received union encouragement to use tuition aid	6	39
Received union encouragement to use education and training	14	42
Received tuition aid information from union newspaper	3	19
Received tuition aid information from union representatives	2	28
Saw an individual for educational advisement within the last two years	31	47

Furthermore, the project seems to have accomplished much more than it set out to do in its narrowest sense. By all indications, the efforts of the EIAs, the site coordinator, and other parties involved in the project generated a high level of interest and enthusiasm for the notion of promoting educational opportunity for hourly employees. The strong interest in further actions is ample evidence of this. In interview after interview, the sentiment was expressed that this project started something important which should not die out after its official termination.

B. Issues

In the course of the case study interviews, a number of issues were raised which, although not strictly related to the project and its impact, were clearly areas of concern and were seen to have some connection with the question of GTC workers and their use of education. These issues are outlined briefly here; they represent areas which were either identified as problems and/or in which there was a notable lack of consensus. They are mentioned mainly because of their possible relevance to any future efforts undertaken at the site.

Company

a. General Role

There was a lack of consensus among interviewees regarding the degree to which GTC was involved in promoting tuition aid. While some noted the clear, high priority given to the tuition refund demonstration project, others questioned the place of tuition aid on the company agenda, what with other concerns such as financial survival, internal training, management development, and safety programs taking a high priority. According to employee perceptions revealed in the survey data, GTC's encouragement of tuition aid use has grown.

How far should the company go in encouraging its employees to use tuition refund? Two viewpoints emerged. According to one, there are employees who will not be motivated no matter what, and once they are provided with information, company responsibility for encouragement ends. As one management official put it:

> 'You can take a horse to water, but you can't make it drink.' If a student has the incentive, he'll use education. The company should not hold his hand and take him to registration.

According to this view, there is not need for a continuous educational advertising campaign. Yet the opposite view, equally popular, is that continuous advertising is essential if advertising is to be effective. One supervisor stated that, "Industry's responsibility, beyond offering education, is to entice employees to use it."

b. Tuition Refund Plan

Two quite distinct viewpoints were expressed by the interviewees about the tuition refund plan. Several company representatives described the plan as strong, valid, flexible, and very generous, with one calling it "as good as any in the country" and another referring to it as "better than those of most large companies." The fact that the plan covers supplies as well as its liberal criteria regarding acceptable schools were pointed out as evidence of high quality. And one worker glowed as she described her disbelief that the company would pay for her education at a private college. "The refund program is fantastic! When I found out about it, I thought it was too good to be true."

Critics of the GTC plan referred to it as restrictive because it: only pays hourly employees 75 percent, covers only job-related courses, doesn't advance tuition money, and doesn't cover family members. A union spokesperson said that the membership perceived the plan as supervisor- rather than worker-oriented and thus were not inclined to use it. A management representative commented, "The main negative I've heard about tuition refund is the outlay of money required. Advancement would really draw a lot of people to return to school and use the plan."

c. Release Time

There were a variety of opinions regarding EIA release time and supervisors' responses to it. It seems probable that this simply reflects an actual range of sentiment among supervisors which can't be generalized. Company representatives' responses were mixed but basically conveyed a sense that though release time could create scheduling and productivity problems, it was still probably a necessary and worthwhile thing which, in many instances, paid off. One supervisor stated that:

> Release time is two-edged; and in personnel, we really had a struggle deciding whether or not to grant it. On one hand, it's good and necessary, but on the other hand, it creates manpower problems.

According to another supervisor, supervisory reaction to release time was contingent upon the nature of the employee's job and how it would be affected. by the hours off. Several EIAs described the delineation in supervisory reaction as based on age, with younger supervisors often very accepting of the project.

Older supervisors, however, reportedly sometimes felt resentful or threatened, as they had gotten where they were without education and saw no need for it and/or were afraid of being replaced. This perception of supervisors' reactions as based on age was not, however, shared by all EIAs. Several EIAs commented that supervisors were concerned about release time at first, but once they understood the company policy and the project, they became much more accepting.

d. Supervisors

The role of supervisors -- both existing and desired -- in promoting tuition refund was discussed at length by many interviewees, and again no clear consensus of opinion emerged.

Regarding the existing role of supervisors in providing tuition aid information, many interviewees stated that even though supervisors theoretically know about tuition aid and advise employees about the plan, they often do not, because they have so much information to disseminate that tuition aid frequently gets lost in the shuffle. It is simply not top priority. This viewpoint was quite common.

The strong differences of opinion emerged, however, in regard to the role supervisors should play in providing educational information. One school of thought was that supervisors served as informational focal points regarding the company and were in continuous contact with employees; thus, they were the proper and the best people to advise employees about tuition refund and educational opportunity. A second perspective was that supervisors should know enough to at least refer employees interested in education to the appropriate source.

The other school of thought was that supervisors definitely were not the desired source of tuition aid information for employees. Several interviewees firmly stated that supervisors could be threatening and that the effectiveness of the project rested largely on a mode of information delivery that involved using hourly workers as peer advisors. Two management representatives stated that EIAs who were union stewards were in the ideal position to play an encouragement role.

According to both surveys, over half of respondents would like to receive tuition aid information from supervisors, though this number decreased from 70 percent to 53 percent.

c. Workforce Training Needs

A number of interviewees emphasized the crucial importance of training employees to prepare for the technological changes the industry will undergo in the near future. While some expressed strong fears that technological change would result in extensive loss of jobs, others said that skill needs would change (thus the importance of training) but the total number of jobs would not diminish.

Union Role

The majority of interviewees who commented on the subject stated that the union had an important role to play in promoting education to hourly employees. The EIAs were cited as an excellent vehicle for this. One management representative, however, expressed the view that in the utilities industry (as opposed to manufacturing) employees look to the company more than the union for benefits and would not consider the union an appropriate source of educational information.

Barriers

Many interviewees commented on the major barriers they perceived which inhibited workers from returning to school and/or using tuition refund. The following are the barriers most frequently cited:

- Overtime, shift work, and other work scheduling problems
- Inability or unwillingness to pay tuition up front
- Fear of returning to the classroom
- Adult responsibilities which conflict with schooling (children, etc.)
- Grade level requirement for reimbursement
- Lack of information
- Peer pressure against education
- Red tape in educational institutions, and
- Lack of management emphasis on the importance of external education for personal growth.

Perusal of worker contact forms submitted by the EIAs (with employee comments entered on the forms) revealed that the following barriers were most commonly cited by workers: lack of interst in education, too old to return to school, financial problems and need for advance payment, lack of time, child care problems, no need for education, and lack of information about education. Of these, the advance payment issue was the concern most often expressed by workers which inhibited them from returning to school. In addition to the many who advocated total up front tuition payments, one worker proposed that the company pay the worker about half of the education costs up front and then pay the balance upon proof of course completion with a passing grade.

The second worker survey results confirmed an idea advanced by some researchers that when the information barrier is reduced, as was done in this project, other barriers will emerge. For example, if a worker is unaware of an education plan altogether, he or she is unlikely to list a factor such as payment method as a barrier to its use. As he or she becomes familiar with the provisions of the plan, however, a critique of its specific features or restrictions may well develop. This seemed to be the case in California. In a listing of possible barriers to the use of education and training, information and advisement barriers decreased from the first to the second survey, while certain program and other barriers increased. The following noninformational barriers were cited by over 10 percent more of second survey respondents than first: inconvenient scheduling of education offerings, work scheduling difficulties, problems with child care, lack of free time due to family responsibilities, and belief that education will not result in promotion or a better job.

C. Conclusion

The demonstration project succeeded in meeting its prime objective of raising employees' awareness of their tuition refund plan. Beyond this, it generated much interest in educational information and advocacy for hourly employees.

Not only was there widespread support among project participants for continuing certain components of the demonstration model, but there was significant consensus regarding what the priorities for action should be. These priorities fall into the the following areas:

- Ongoing information dissemination. Many interviewees stressed the need to promote and advertise tuition aid and local educational opportunities on a continuous basis. This could be done through an educational resource center, company and union newspapers, bulletins, posters, supervisors, and meetings.

- Use of a resource person. The value of the site coordinator as a central, knowledgeable, and visible contact person was mentioned repeatedly. Availability of such a resource person was cited as highly beneficial to the success of the education information delivery system.

- Peer advisement. Project participants were virtually unanimous in their praise of the EIA model. The use of employees as educational counselors for their co-workers was viewed as a highly effective advisement mechanism. This was true regardless of whether supervisors were also perceived to have an informational role and whether or not the union was seen as having an educational advocacy function.

- Collaboration. A number of interviewees noted the value of full involvement of the union (through stewards as counselors, membership meetings, etc) and suggested that active company-union collaboration be a cornerstone of the education information system.

Central to the success of the project was the willingness of the company to open its doors and to provide time, access, personnel, and other resources as needed. If the high level of company and union commitment evidenced throughout the project year were to be maintained, then the outlook for actualizing the above priorities is quite good.

On a broader scale, what has been accomplished in California through the demonstration project suggests that the vast untapped worker interest in lifelong learning -- for self-development and advancement -- can be effectively activated by providing educational information and encouragement through a variety of means. And thus the California experience sheds considerable light on what others can do to tap the often dormant enthusiasm of workers for continuing the experience of learning throughout their lives.

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CHAPTER FIVE

THE CASE STUDY OF THE MODEL III JOINT TUITION ASSISTANCE DEMONSTRATION PROJECT

ANNE ROGERS

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Anne Rogers
September 1980

KEY PARTICIPANTS IN THE MODEL III DEMONSTRATION PROJECT

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INTRODUCTION

The Model III demonstration project was officially launched May 18, 1979 in Hartford, Connecticut. It incorporated three programmatic interventions: the establishment of an information system, an educational advisement service, and relationships between the worksite and education institutions. These interventions were to focus on the clerical and maintenance employees of the State Government of Connecticut, populations which historically had made infrequent use of the state's tuition reimbursement plan. Their purpose was to increase the knowledge of these target populations about their tuition reimbursement plan and local opportunities for education and training.

The model adopted in Hartford was one of three program models developed by the staff of the National Institute for Work and Learning (NIWL)* on the basis of its extensive study of negotiated tuition-aid plans (Charner et.al., 1978), which was funded by the National Institute of Education. The study was inspired by a paradox: that although tuition-aid is available to many workers in the United States, very few actually use this benefit to help finance their education or training. Its primary purpose was to identify any barriers which limit use of tuition-aid by workers and recommend ways to remove them. Inadequate information and inadequate counseling were identified as two such major barriers, and the three interventions incorporated into Model III were recommended as approaches which could lower or eradicate these barriers.

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* Formerly the National Manpower Institute (NMI).

After months of discussion, formal agreement was secured among the following parties to sponsor the Model III demonstration project: the Personnel Division of the State Government of Connecticut; two state employee unions, the Connecticut State Employees Association and the Connecticut Employees Union Independent; and a consortium of sixteen public and private post-secondary institutions, the Coordinating Committee for the North Central Region. Funding was to be provided by the National Institute of Education and technical assistance by the National Institute for Work and Learning.

Fourteen months later, there is substantial evidence of changed attitudes and knowledge levels among the target populations concerning their tuition reimbur-ement plan and education and training. There are also institutional changes planned or actually underway within the organizations which were party to the Model III project. To cite a few examples of change:

- the percentage of the target population who report receiving tuition-aid information has increased by nearly 50 points;*
- the percentages of these workers who report information or counseling barriers has decreased by 25 to 30 points;* and
- the state government is simplifying the tuition reimbursement system and has created a new professional position within state service to coordinate the system.

These remarkable changes represent only part of the impact of a complex project, the ultimate results of whose interventions may not be fully recognized for several years or more.

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* According to a comparison of the results of the first administration of a NIWL questionnaire to randomly selected workers at the beginning of the project, with the results of the second administration at its conclusion.

This case study report describes and analyzes the Model III demonstration project: its genesis, the events of the demonstration year, and the outcomes. It draws on extensive interviews with project participants, the results of the two surveys of clerical and maintenance workers, the site coordinator's records and reports, official documents, and newspaper articles.

First, the problem is stated: why aren't workers in the United States taking advantage of tuition-aid and what steps could remedy this? The rationale and structure of the Model III approach to this problem are explained. The selection of Connecticut as the demonstration site is recounted. The state tuition reimbursement plan and the clerical and maintenance workforces are described. Each of the four Connecticut parties is discussed in terms of the pre-project context, their reasons for participating, and their activities during the project. The roles of the key Model III participants -- site coordinator, local planning committee, and education information advisors -- are analyzed, both as originally envisioned in the model and as actually performed. A chronology of significant project events is set forth. Lastly, the outcomes of the project are analyzed: its effects on workers, parties, and participants; the success of the roles and interventions tested; the recommendations from the Connecticut site for the future; and a conclusion which summarizes what we have learned.

THE PROBLEM: AN UNTAPPED RESOURCE

More than nine out of ten companies in the United States employing 500 or more workers offer tuition-aid benefits either unilaterally or through negotiation with a union or employee association (Lusterman, 1977). Many smaller firms also offer tuition-aid.

But the great majority of eligible workers never take advantage of these plans. On a national average, only three to five percent of these employees actually participate in their tuition-aid program (AT&T, 1977 and Momeni and Charner, 1979). These percentages are even lower for hourly workers.

At a time when adult enrollments in education and training programs continue to grow, why do so few avail themselves of this source of financial aid? Even more puzzling, why is this especially true of the workers who would seem to need tuition-aid the most, those in hourly-wage jobs which typically provide low incomes and little promise of career growth in the future.

To examine this paradoxical situation, the National Institute for Work and Learning conducted a comprehensive study of 198 negotiated tuition-aid plans under contract to the National Institute of Education (Charner et.al., 1978). The attitudes of employers, union representatives, and workers themselves were scrutinized to learn why each valued education and what causes each identified for limited tuition-aid use. The study's primary purpose was to identify barriers to the use of tuition-aid and to suggest ways of overcoming these barriers.

What the study revealed was that inadequate program information and inadequate counseling were identified by large numbers of workers (43.6 percent and 50.7 percent, respectively) to be problems. Moreover, the percentages of nonparticipants in education reporting these factors to be problems were significantly higher than the percentages of participants, indicating the presence of barriers to tuition-aid use. In addition to these two structural barriers, the study indicated that two demographic characteristics, educational level and age, relate strongly to tuition-aid use. Two personal attitudes, lack of interest and a feeling of being too old for school, were barriers for only a small number of people.

Although only structural barriers are directly subject to removal through program alterations, Charner et.al. (1978) points out that attitudinal and demographic barriers might also be reduced by improved information or counseling services. Counseling, for example, might help a worker understand the potential benefits of education or training. Similarly, Cross (1978:15) observes: "One wonders if many perceived problems with schedules, locations, and courses are not ultimately due to lack of information about the options that do exist".

To overcome these structural barriers, the NIWL study presented three program recommendations:

- develop new information delivery systems;
- improve education advisement services available to workers; and
- link the worksite and local education providers more closely.

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The third recommendation was conceived as a way to connect workers with a first-hand source of education-related information and counseling, the education providers, and to improve workers' and educators' knowledge and understanding of one another. Whether one or all of these recommendations is to be adopted, the study emphasizes the importance of the involvement of all principal parties in a program's development and implementation.

With additional support from the National Institute of Education, NIWL undertook detailed case studies of three tuition-aid programs remarkable for the relatively high rates at which employees participated. Among the factors which appeared to contribute to these high rates were comprehensive information and counseling systems and excellent relationships between the employer, union and area education institutions.

THE MODEL III PROJECT: AN APPROACH TO THE PROBLEM

With this confirmation of the 1978 tuition-aid study results, NIWL staff developed three alternative program models to test the recommendations at local sites. Each local site that elected to participate would adapt one of the models to its own situation and conduct a demonstration project for one year. Model I incorporated the information delivery recommendation, Model II, both information and education advisement.

The original Model III, however, incorporated all three programmatic interventions designed to make tuition-aid, education and training more accessible to workers. The model was structured to ensure that each intervention was carried out through cooperative efforts by management, labor, and education institutions.

The first intervention was to develop an information delivery system to provide workers with adequate information on an on-going basis about their tuition-aid plan, its provisions, and local education and training opportunities. A variety of methods were suggested: preparation and distribution of printed booklets, bulletin board notices and handouts, newspaper articles, management- or union-sponsored meetings, to name a few.

The second intervention was to establish an on-site education advisement service to help workers apply for tuition-aid, locate and apply for education and training opportunities, determine career plans, and overcome psychological barriers. Both individual and group counseling approaches would be tested.

Lastly, new working relationships were to be forged between the employer and local education institutions to establish the groundwork for later cooperative efforts to provide workers with more suitable and convenient education opportunities. Based on an assessment of workers' needs and interests, curricula could be revised, courses more conveniently scheduled and located, remedial programs offered, and new instructors hired.

Staffing of Model III was structured to promote collaboration among parties to the project. A local planning committee composed of representatives from management, labor, and education was to be established. It would be responsible for the design and implementation of the local program with technical assistance from NIWL. It would issue broad policy recommendations and oversee the site coordinator.

The site coordinator's role corresponded in complexity to that of Model III itself. The tasks the coordinator would perform with regard to each of the three model elements were stipulated in general terms at the beginning; the specifics were to take shape as the local committee mapped out project activities. The coordinator was responsible for day-to-day operations, implementing the local committee's plans, and serving as liaison between the local committee and NIWL. As a participant observer, the coordinator would maintain all records, chronicle significant events in the life of the project, and report regularly to NIWL.

Education Information Advisors (EIAs) were to be selected, some from among workers in the target populations and others from among managers of training units or personnel staff. Their tasks fell into three categories:

- o Information delivery: Explain to workers individually and in groups, the tuition assistance program, alternative financial aid sources, and both in-house and external training and education opportunities.
- o Advising: Help workers select appropriate education or training and apply for tuition assistance, and motivate them to use tuition assistance. Also help them state their learning interests through group discussion, interest inventories, and exploratory interviews.
- o Reporting: Collect and record basic data on advisees, report regularly to the coordinator, and communicate the learning needs and difficulties expressed by workers to the local committee via the coordinator.

The EIAs were conceived as the structural link between the Model III administrative level -- local planning committee and site coordinator -- and the workers in the target populations.

Within this broadly sketched framework, there was much room for flexibility. Model III was intentionally designed to permit maximum initative from the local parties and the project staff. It was felt that more specific roles and objectives should evolve during the course of the demonstration project according to the plans mapped out by the local planning committee, the characteristics of the local site, and the expertise of the local parties to the project.

To study the effect of the model, several methods of data collection and analysis were planned. A structured questionnaire was to be administered to randomly selected groups of 100 workers before and after the demonstration project to measure the interventions' effects on workers' knowledge, attitudes, and behavior with regard to tuition-aid, education and training. The site coordinator was to maintain comprehensive records including a daily program diary. The EIAs were to record any contacts with workers. Finally, a case study was to be prepared at the project's conclusion drawing on interviews with participants, survey results, and the documents and reports produced by the project.

THE PROJECT: KEY PARTIES

Selection of the Hartford Site

Once the models were drawn up, the search for sites for their implementation could begin. The site eventually chosen for the Model III demonstration project was Hartford, Connecticut, the capitol and base of state government operations.

The selection of Hartford was the consequence of several circumstances coming together. Firstly, the state government offered a tuition reimbursement benefit to its employees. An analysis by the state Personnel Development Division early in 1979, however, concluded that only four percent of the workforce took advantage of this benefit in any given year. Moreover, these percentages were lower for employees in the clerical and maintenance units. This situation mirrored that described in the NIWL study of negotiated tuition-aid.

Secondly, the state employed large numbers of clerical and maintenance workers. Their numbers were sufficiently great to permit adequate measurement of the interventions' effects on these populations.

Thirdly, local enthusiasm for the project was great. In fact, local interest in linkages between the state government and area colleges can be traced back to the early months of 1977, when the Executive Director of CSEA and the Dean of Education and Professional Studies at Central Connecticut State College conceived of a project which would assess the educational needs of the state employees, provide a vehicle for work-education linkages, and draw on the tuition reimbursement monies negotiated by CSEA. This fact is notable because it indicates local concern for the educational needs of state employees and interest in linkages which predates NIWL involvement at the Hartford site. Furthermore, the points of correspondence between this concept and the Model III design may have enhanced local interest in the adoption of Model III itself.

Discussions over a period of months between NIWL and the Hartford parties eventually led to the shaping of a mutually satisfactory proposal for a Model III project. A number of the organizations and individuals who were eventually to become members of the Model III local planning committee were engaged in this collaborative proposal development process by the summer of 1978 or even earlier. Party to the discussions in Hartford concerning the possible adoption of Model III were the state Director of Personnel Development; the Coordinator of a consortium of higher education institutions, the Coordinating Committee for the North Central Region (CCNCR); representatives of the Connecticut State Employees Association (CSEA), bargaining agent for clerical workers in the state government; representatives of the Connecticut Employees Union Independent (CEUI), bargaining agent for maintenance workers; and NIWL. These parties worked out the proposal which eventually led to a contract for a 14-month project, approved by the National Institute of Education in April 1979.

Although the formal memorandum of agreement (see Appendix A) which sealed the contract retained the flexible structure of the original Model III design, it did set forth broad goals and spell out some specific responsibilities. The parties accepted as common purposes:

- o To increase workers' awareness of tuition reimbursement, education opportunities, and career options;
- o To increase workers' interest in and use of these resources, particularly tuition reimbursement;
- o To develop education programs, courses, or methods responsive to workers', agencies', and state needs;
- o To provide a foundation for future cooperative efforts by increasing communication and interaction among parties to the project;
- o To evolve the capability to continue and expand the project beyond the original 14 month period;
- o To develop a demonstration model which could be implemented at other sites nationwide;
- o To expand the knowledge base regarding ways to reduce barriers to worker participation in education and training; and
- o To generate recommendations for work-education policy at local, state, and federal levels.

The Connecticut parties also agreed to establish and sustain the local planning committee, nominate candidates for the EIA and site coordinator positions, provide facilities for the EIAs' and site coordinator's daily activities, arrange for the survey administrations, arrange for EIA participation in NIWL training, and provide facilities for the site coordinator's training. NIWL agreed to train the site coordinator and EIAs, be accountable for contract funds, design and implement a data collection and analysis program at the site, ensure information exchange among its three demonstration sites, establish reporting procedures for the site coordinator, provide guidance in obtaining and organizing educational information, and convene site participants for periodic reviews.

To understand the events and outcomes of the succeeding months, it is essential to examine the environment into which the Model III interventions were introduced and the involvement of the original parties during the demonstration year. The following sections examine characteristics of the clerical and maintenance workforce, the state government, the two labor unions, local education institutions and CCNCR, and the tuition reimbursement plan.

The Workers: State Clerical and Maintenance Employees

The complex demands of state governance in Connecticut require a workforce whose skills range over professional, technical, scientific, crafts, semi-professional, and unskilled categories. The populations upon whom the demonstration project focused were clerical and maintenance workers at the five agency locations in and around Hartford selected as sites for project activities. Clerical workers include secretaries, typists, clerks, data entry operators, nonprofessional inspectors of documents and papers, and other office workers. The maintenance workforce is extraordinarily diverse, essentially blue-collar, and includes skilled crafts workers such as electricians and bakers, building tradesmen, truck drivers, mail clerks, duplicating machine operators, toll booth operators, sanitation workers, and other service and maintenance employees. According to a CEUI spokesperson, fifty percent of the bargaining unit membership are unskilled and semi-skilled "Maintainers".

At the outset of the demonstration project, a structured survey was administered to a randomly selected group of 100 clerical and maintenance workers. The findings were instructive. Of the survey respondents, three-fourths were women, half were married, and half were more than 45 years old. Less than 15 percent were black, and only one percent hispanic. Four-fifths were CSEA members.

Salaries are a primary concern of Connecticut state employees, according to many observers. The survey shows slightly more than one-half salaried with pay for overtime, and slightly less than one-third hourly wage earners. Eighty-two percent of the survey respondents reported annual salaries under $10,000; more than

95 percent earned less than $13,000. These responses parallel figures issued by the Connecticut Office of Labor Relations in June 1979 which set the average clerical salary at $9,048 and the average maintenance salary at $10,527. Informal observation suggests that it is not uncommon for clerical and maintenance workers to rely on overtime pay or a second part-time job to supplement their incomes.

The educational attainments and aspirations of these groups were also surveyed. A substantial majority (88 percent) had earned a high school or GED diploma. One in five had attended college, although only 4.2 percent received an associate or bachelors degree. More than one-fourth had participated in a voluntary education program within the previous two years. Nearly half the respondents reported a strong desire for additional education or training and more than ninety percent thought they needed it. More than one fourth definitely planned to continue their education, and 43 percent thought they probably would.

Noting that there are many reasons why people do not pursue further education or training, the survey asked respondents to identify any which were relevant to their personal situation. Most problems were related to information and advice:

- Inadequate counseling about career opportunities (83.5 percent);
- Inadequate counseling about courses and their own qualifications (81.6 percent);
- Inadequate information about educational institutions (75.3 percent);

- Inadequate information about courses (74.7 percent); and
- Inadequate counseling about educational institutions (71.8 percent).

Sizeable numbers of respondents also cited as obstacles: education does not lead to promotion or a better job, education not available, course scheduling and location inconvenient, inflexible work hours, reluctance to take courses on one's own time, and family responsibilities.

Almost 75 percent did not know there was a tuition reimbursement plan for state employees. Only four percent recalled receiving information in the previous six months about the plan, and 30 percent information about education or training. Questions about local education opportunitities elicited many "don't knows", indicating a basic lack of information. The picture that emerges is one of workers convinced education is probably important to their futures, but utterly unaware of the financial aid, education or training options open to them.

The State Government of Connecticut

The state government of Connecticut is an employer of approximately 45,000 people who work for 23 state agencies or one of the state's numerous institutions, which include hospitals, schools, and prisons. Although the government is based in Hartford, employees work at locations scattered throughout the state. There is great diversity in administrative organization and procedures from agency to agency, and even among branches of a single agency.

The Model III demonstration project operated from four separate agency sites selected on the basis of a substantial clerical or maintenance workforce and management interest in the project. The Department of Labor (DOL) in Wethersfield (15 minutes from downtown Hartford by car) has from 200 to 250 clerical workers. Also headquartered in Wethersfield, the Department of Motor Vehicles (DMV) clerical staff numbers 300 to 350. The Bureau of Purchasing, headquartered in Middletown (45 minutes from Hartford) employs 110 to 125 maintenance workers in the warehouse, bakery, butcher shop, and hospital laundry. About 20 work at the print shop and mail room in Hartford and a few others work at laundries and carpools in the area. The Department of Transportation (DOT) employs about 3000 highway maintenance workers, of whom perhaps 600 are toll booth operators, at many locations throughout the state. Approximately 100 DOT workers were reached by Model III activities.

Career Dynamics: Hiring and Promotion

Employment with the State of Connecticut is regulated by the Connecticut State Merit System and the provisions of the collective bargaining agreement negotiated for the employee's bargaining unit. Under the merit system, a majority of state jobs are filled through competitive examinations. Announcements are issued describing minimum qualifications, required education or training, the position's duties, and application closing date; they are posted on bulletin boards, available from agency personnel offices, and noted in the union press.

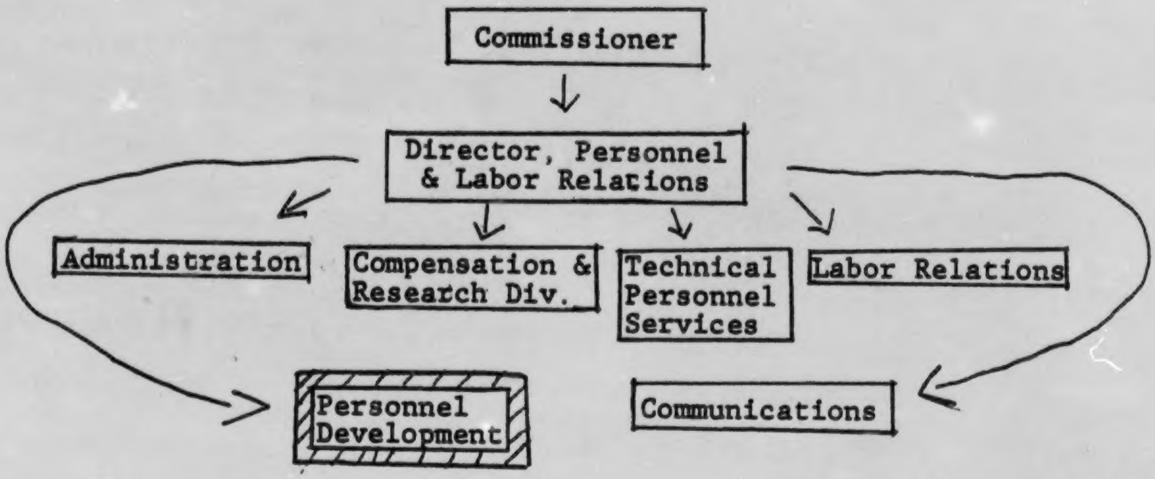
Some aspects of the merit system are singled out by observers as impediments to promotion of state employees. The state Upward Mobility Committee (Report, 1978) has been "deeply concerned that restrictive interpretation of exam requirements is eliminating candidates. . .", and recommended increased use of performance reviews as alternatives to exams. Other observers note that because agencies tend to recruit from within, employees of smaller agencies have more limited opportunity for advancement. Differences between agencies in terms of career ladders, job classes, and personnel policies also affect the extent of promotional opportunities available. Lastly, there are those who believe the merit system is not immune to favoritism.

Personnel Development and Training

Responsibility for career development, education and training of employees is shared among agencies and administered at different levels. The typical state agency has its own personnel or training unit, or an office which combines both; the division of functions between these units, including processing of tuition reimbursement applications, varies. The training available to a state employee is largely determined by the size, budget, and management philosophy of the agency for which he or she works. Courses closely geared to departmental jobs are offered by some training units, for example, courses in snow removal techniques at the Department of Transportation. Other agencies sponsor virtually no in-house training.

However, there is a central office with chief responsibility for statewide personnel development and training lodged within the Department of Administrative Services (DAS).

Department of Administrative Services


Commissioner
Director, Personnel & Labor Relations
Administration
Compensation & Research Div.
Technical Personnel Services
Labor Relations
Personnel Development
Communications

Several interviewees remarked upon the complexity of the Personnel and Labor Relations structure and functions, one commenting that "state personnel is really like four or five autonomous agencies."

With a professional staff of five, the Personnel Development Division oversees in-service training, managerial development, upward mobility, affirmative action, career path design, and the management incentive plan. A limited number of inservice training courses are scheduled by the Division during work hours primarily in business, supervisory and management skill areas.

Established in 1978, the Personnel Development Division's mandate was summarized by its director to The State Scene (May 1978) as "coordination between the various functions of personnel development and training in state agencies". He described the director as an advocate, designer of programs, consultant to agencies without training staff and assistant to those with training staff.

As the relatively recent creation of the Personnel Development Division may indicate, the state government has not traditionally viewed educating its employees, either to perform their current jobs better or to advance within the state service, as an appropriate function for the state. There is considerable agreement on this point among state and agency personnel and training staff, and union representatives. On the other hand, within a few agencies, individuals in a personnel or training capacity have for years supported employee education, upward mobility, and related concepts. Establishment of the Personnel Development Division elevated these principles to the level of statewide policy and centralized authority for their administration. As the Director of Personnel and Labor Relations explained the impetus for creating the new Division to The State Scene (May 1978). "it is our intent. . .to institute a model upward mobility program and to create a multi-faceted training program that will provide everyone in government the opportunity to improve their own position and earning power."

Upward Mobility Policy

The "model upward mobility program" referred to by the Director of Personnel and Labor Relations is intended to address the career development needs of state employees for whom the formal procedures of the traditional merit system are inadequate. A special Upward Mobility Committee, authorized by the Connecticut General Assembly issued guidelines in 1978 by which agencies should carry out their mandated upward mobility programs, and recommended steps to be taken by the Personnel Development Division. An upward mobility program was defined as:

> essentially. . .a systematic management effort to focus personnel policy and action on the development and implementation of specific career opportunities for employees who are in dead-end positions, or who are exhibiting or may have the potential for higher level work. (Report, 1978).

The report noted that traditionally, many of these employees had been women and minority group members.

Specific steps taken to implement this policy in the ensuing years have included review and redesign of career ladders, an amendment of the tuition reimbursement policy, and adoption of the "pre-professional trainee step". This step provides a trainee employee with two years of on-the-job training, at the end of which the trainee is qualified for the entry-level in a professional series such as personnel or accounting.

State Participation in the Demonstration Project

According to the state Director of Personnel Development, the decision by the state to participate in Model III was in some respects a direct response to the Upward Mobility Committee's 1978 report, which specifically cites clerical and maintenance workers' need for upward mobility. Among the report's recommendations were that state personnel staff keep these employees informed about tuition reimbursement and other financial assistance for education, and that cooperative education programs be undertaken with education institutions.

The state government contributed to the demonstration project in a number of ways. It was represented on the local planning committee by the state Director of Personnel Development. His salary for time spent on project activities was paid by the state. Space was provided at no charge to the project budget for the site coordinator's office and the survey administrations.

In addition, the effort to secure specific agency sites required the time and energy of many in state management. This process, scheduled to required several weeks, actually extended over four months. The original goal was to select the minimum number of sites located near Hartford which would permit the involvement of at least 600 members of both the clerical and maintenance bargaining units. This immediately narrowed the choice of potential sites. A second factor prolonging selection was hesitation by personnel and training staff at potential sites over such concerns as the release time requirement and a reluctance to work with unions during intensive collective bargaining. Thirdly, because it was not always clear which official at a potential site had authority to discuss participation in Model III much time was spent locating the appropriate individuals. Once an agency agreed to participate, a letter was sent from the state Director of Personnel and Labor Relations to the Commissioner of the agency to secure a formal commitment and explain the project, surveys, EIAs, and release time.

Events within state government also affected the demonstration project. During the demonstration year, the state experienced a backlog of tuition reimbursement applications and corresponding slowdown in payments which grew more serious throughout the winter and spring of 1980. It was apparently engendered by the fact that tuition reimbursement applications from bargaining units without contracts could not be processed and exacerbated by the illness of a key staff person. While this caused resentment on the part of inconvenienced employees, it also focused attention within state management on the advisability of revising the processing procedure.

The Unions: Connecticut State Employees Association and Connecticut Employees Union Independent

General Profile

Employees of the state government in Connecticut are classified for purposes of union representation into collective bargaining units organized according to occupational groupings: corrections, health care, social and human services for example. The membership of each unit votes to select a union to represent that unit. The "administrative clerical unit" was represented by the Connecticut State Employees Association (CSEA), and the "maintenance and service unit" by the Connecticut Employees Union Independent (CEUI) during the demonstration year.

The Connecticut State Employees Association was created in the early 1940s. For the first thirty years of its existence, CSEA was not a bargaining agent but rather an association without formal authority to negotiate with the state government on behalf of its members. With the introduction of collective bargaining in 1977, CSEA negotiated its first contract as part of a coalition with CEUI. It has a membership of 16,000. The clerical unit is only one of 10 units represented by CSEA during the demonstration year, but its 7800 members obviously constitute a substantial percentage of the total membership.

The association's organizational structure is quite complex. The "chapter" is the grass roots unit, usually organized according to the geographic location, departmental and divisional structure of state agencies. Chapters send delegates to the "councils" which are organized according to bargaining units, and to an annual statewide convention. The councils elect members to the Executive Board, which is the association's ruling body between conventions. The Executive Committee, composed of officers elected by the convention and council vice-presidents, channels major issues and concerns for consideration to the Executive Board and resolves lesser matters itself. Councils meet monthly; chapter meeting schedules vary.

The second labor participant in the Model III project was the Connecticut Employees Union Independent. CEUI is of more recent origin, established in 1967 by a group of hospital employees who voted to dissaffiliate from their union. It now represents a single bargaining unit, maintenance, 7,000 of whose 8500 members have joined CEUI.

The organization of CEUI is quite different from CSEA's multi-level structure. General membership meetings are held monthly at four or more locations throughout the state except during the summer. The Executive Board is responsible for long-term policy decisions. As chief executive officer, the President is responsible for day-to-day operations. A network of 200 stewards and several staff representatives are the critical link between rank and file members and CEUI's executives.

Both CSEA and CEUI are represented at the worksite by stewards, most of whose work involves grievance and workers' compensation procedures. Training sessions are sponsored for stewards to instruct them about these procedures and contract provisions.

The staff representative is the counterpart to the business agent, field or international representative of other unions. They are the link between union executives and stewards, working with them on problems at the worksite. Responsibilities include contract negotiation and interpretation, grievances, workers' compensation, and organizing.

Both unions publish monthly newspapers: CSEA's Government News and CEUI's The Independent Union. These report on union news, viewpoints, and social events; the CSEA paper notes upcoming state employment exams. CEUI also mails flyers to workers' homes with detailed explanations of grievance procedures and their outcomes. Some CSEA councils have their own newsletters as well. Another means for communicating with the rank and file are the bulletin boards at state worksites reserved for union announcements.

Union representatives agree that education has not been traditionally a top priority of state employee unions. They observe that the union stance in negotiations has reflected pressure from the rank and file to focus primarily on salaries. For several years, CSEA has sponsored workshops to prepare members for state employment exams, upon request from a minimum of 15 people. But promotion and publicizing of education and tuition reimbursement has, in general, been limited.

The results of the survey administered at the outset of the demonstration project tend to confirm this. Five percent or fewer of the respondents reported receiving information about tuition reimbursement from the union newspaper, meetings, or representatives within the previous six months. Ten percent had read about education and training in the union newspaper; only three percent had heard about such opportunities from union representatives or at meetings.

Characteristics of Collective Bargaining

At this point, it should be noted that collective bargaining is new to the State Government of Connecticut. Although CSEA was created early in the 1940s, CEUI in 1967, the first contract with the state was not negotiated until 1977. This so-called "master contract" was signed by the state government and a coalition of CSEA and CEUI.

Further complicating matters is the fact that collective bargaining is not only young; its structure is extraordinarily complex. There are many employee associations: in addition to CSEA and CEUI, Local 1199 of the Hospital and Health Care Workers (AFL-CIO), and the American Federation of State, County, and Municipal Employees (AFL-CIO) are active. The collective bargaining unit system leads to such situations as that faced by the Office of Labor Relations during the most recent collective bargaining sessions, when 12 separate contracts had to be negotiated.

These complex relationships are also far from stable. The unions compete for the right to represent individual bargaining units. During the official "open window" period, unions may legally challenge the incumbent representative. Competition is occasionally quite antagonistic, and unions have lost the right to represent a unit. CSEA for example, lost a substantial portion of its members as a result of such a struggle in 1978.

Although this situation obviously causes confusion within state management, union representatives are disturbed as well, believing divisions within labor weaken the collective power of state employees by allowing management to divide and conquer. In return, management notes that the "instability" of representation makes it difficult to undertake long-term planning for a group of employees in conjunction with their union.

It is possible that this instability also affects what workers know and feel about their unions. According to the initial survey results, only 19.2 percent of the respondents knew that the tuition reimbursement benefit was negotiated as part of the state/union contract. Less than ten percent believed their union encouraged its members to use tuition reimbursement; less than 14 percent thought it promoted participation in education or training. When asked whether they would like to get information on tuition reimbursement from a union representative, just under 22 percent said yes. These statistics suggest workers at least somewhat uncommitted and distant from their unions.

Union Participation in the Demonstration Project

This was the environment within which CSEA and CEUI chose to participate in the demonstration project. The impetus for the decision was their concern for the career and salary prospects faced by their clerical and maintenance unit members, according to union representatives. These individuals also noted union apprehension lest tuition reimbursement allocations be reduced during the next round of collective bargaining on the grounds that a unit had not depleted its allocation. If the demonstration project led to higher participation rates, the union would have a stronger position from which to argue for steady or increased allocations.

Both unions contributed to the project through their membership on the local planning committee. Union representatives worked closely with the site coordinator and state government throughout the lengthy site selection process. The CSEA newspaper and union meetings were used several times as forums to publicize the project and tuition reimbursement.

An event during the demonstration year, although exterior to the Model III project, seriously affected its evolution and inhibited the unions' contribution. From January through mid-August 1979, CSEA staff were in negotiations for the clerical unit contract; negotiation for other CSEA units continued into the winter of 1980. CEUI was in negotiations and fact finding for the maintenance contract until April 1980. This absorbed time and energy which union representatives could otherwise have directed to the Model III effort. It also meant that legally, there was neither a tuition reimbursement plan nor funding for clerical workers until August 1979, or for maintenance workers until April 1980.

Adult Education in Connecticut

General Profile

The postsecondary education system in Connecticut includes 49 public and private institutions: the University of Connecticut and branch compuses, community and technical colleges, four year colleges and universities, and the Board for State Academic Awards (Board of Higher Education, 1979b). Of these, sixteen are located within 30 miles of Hartford, the area within which the Coordinating Committee for the North Central Region (CCNCR) operates. Twenty proprietary schools also are situated within that 30 mile radius. Together, these 36 institutions enroll approximately 60,000 people, of whom 40 percent are part-time students (CCNCR, 1978). A wide variety of fields are offered, including business, accounting, secretarial science, data processing, engineering, health professions, social services, and traditional academic studies. The proprietary schools feature such subjects as drafting, welding, stenography, data and computer processing.

In addition to the five state technical colleges, there is a state system of 22 vocational technical schools which offer training in many fields: automotive mechanics and repair, carpentry, drafting, electronics, and plumbing, to name a few. Any resident of the State of Connecticut can attend courses at these schools free of charge. Evening divisions are scheduled.

The Board for State Academic Awards grants associate and bachelors degrees to independent learners. Academic credit is awarded on the basis of proficiency examinations and evaluations of credits earned in college, the armed forces, or other college-level courses.

Other educational opportunities are available to state residents. Apprenticeship programs exist in many trades. General Equivalency Degree (GED) courses are offered at high schools through adult education programs for a very small fee. Career counseling and planning services are sponsored at colleges, women's and community centers.

Connecticut's education institutions are not immune to the trends affecting public and private education across the nation. A report to the General Assembly from the state Board of Higher Education, Anticipating the 1980s, bluntly states: "The single most serious challenge facing both public and independent Connecticut postsecondary institutions in the 1980s and 1990s is an impending sharp decline in the number of high school graduates. . ." The report adds that the rate of college attendance is also declining and that many students enroll out of state. A more integrated system in terms of organization and planning is recommended to overcome wasteful competition among schools, and to promote wiser resource planning and more equitable access for students.

The Coordinating Committee for the North Central Region

The necessity for an integrated planning and organizational approach was recognized in the creation of the Coordinating Committee for the North Central Region in 1977. The state Board of Higher Education has underwritten the Coordinating Committee through year-to-year grants. The membership consisted of seven community colleges, six independent colleges, one state college, one state technical college, the state university, and the Board for State Academic Awards. Its mandate was to develop cooperative projects in order to improve the quality, accessibility, and responsiveness of postsecondary education in the region. Opinion varied within the education community as to whether CCNCR was a bellweather for a total reorganization of the state college system or simply an experiment in regional planning. According to CCNCR's coordinator, institutional motives for joining the Committee ranged from advocacy of a regionalist approach, to interest in an experimental effort, to apprehension about being left out in the event of a regional reorganization of the public college system. CCNCR's first project was The Matchbook, a guide to the colleges and curriculum of the north central region.

Another response to declining enrollments is to build mutually beneficial relationships with business and industrial employers. A few such cooperative ventures are underway between several private companies and area education institutions. Manchester Community College has developed programs with Pratt and Whitney Aircraft Group and several insurance firms which provide on-site courses and educational counseling. The University of Hartford, through the Industrial Business Outreach Program, offers courses at business sites. The Hartford area appears ripe for such cooperation; the Board of Higher Education (1979b) estimates that 85 percent of the firms in the Hartford area provide full or partial tuition assistance. Yet despite the substantial number of state employees, and the availability of tuition reimbursement, cooperative program development between the state government and area education institutions historically has been extremely limited.

Education Institution Participation in the Demonstration Project

The vehicle for education institution participation in Model III was the Coordinating Committee for the North Central Region. As a consortium of institutions in the Hartford area, it was a promising channel through which to forge the workplace-education institution connections proposed by Model III. A few members were initially hesitant about the project, according to the Coordinator of CCNCR "for a variety of reasons ranging from the project itself to the concept of regional cooperation". One concern was that publicity about the project might raise state employees' expectations about education's "payoffs" unrealistically high, and result in disillusionment if further education did not lead directly to their promotion within state service. After extensive discussions however, the Coordinating Committee agreed to be a party to the project, and gave its support throughout the demonstration year. As the Coordinator has noted, the project provided CCNCR with its first opportunity for a major cooperative endeavor, one that was also a public service and promoted state employee attendance at member colleges.

As a member of the local planning committee, the Coordinator served as liaison between that committee and the institutions which belonged to CCNCR. He reported progress at the Coordinating Committee's monthly meetings and participated actively in the EIA training sessions. Early in the project year, the CCNCR members placed the EIAs' names on their institutional mailing lists for catalogues and course schedules, to provide the basis for EIA "educational resource centers".

One unexpected outcome of the relationship established between CCNCR and the state Personnel Division during the design and implementation of the Model III project, was their collaboration on a project entitled "Cooperative Upward Mobility for Underutilized State Employees". Funded by the Connecticut State Board of Higher Education under a Title I-A grant, this project provided eleven tuition-free three-credit college level courses to more than 360 clerical state employees. These specially designed courses were offered at seven different colleges throughout the region, one afternoon per week on a release time basis. Other project activities were a needs assessment and a course for state affirmative action officers. These activities took place concurrently with the Model III project.

Tuition Reimbursement Plan

Provisions

The tuition reimbursement provisions in effect for the clerical and maintenance bargaining units during the greater part of the demonstration project are set forth in General Notice No. 78-17 (see Appendix B), which was issued by the Office of Labor Relations on July 1, 1978. The maintenance unit contract ratified in April 1980, which was retroactive to July 1, 1979, did significantly revise the tuition reimbursement guidelines for that unit by abolishing the University of Connecticut tuition limit and expanding allowable credits to six per semester. However, because ratification of the maintenance unit contract occurred so late in the life of the project, most information and advisement activities for maintenance as for clerical workers were carried out with only the provisions of Notice No. 78-17 as guidelines.

Under that notice, reimbursement was authorized for "job-related" courses taken outside of regular work hours under the following conditions:

- Training is considered "job-related" which is verified by the agency head or authorized representative; will result in increased knowledge and skill; and is primarily intended to improve the employee's performance in his or her present job, or to enable the employee to keep up with that job or with changing concepts in his or her occupational field, or to enable the employee through Upward Mobility and development to qualify for other positions elsewhere in State service.**
- Reimbursement is limited to a maximum of three courses or nine credits, whichever is less, each fiscal year and is made to the employee at 50 percent of the college rate for tuition, laboratory and service fees only.*
- Courses may be undergraduate or graduate level, credit or non-credit, including electives authorized as part of a degree program.

* Inadvertently omitted from the notice, but nevertheless adhered to, was the pre-existing stipulation that reimbursement was 50 percent of the applicable college's rate, or the University of Connecticut's rate for these fees, whichever was less.

** Underlined phrases denote new provisions in the policy, discussed below.

- Reimbursement is considered only if the agency head or representative approves of the course and provides proof that the course is job-related and of value to the employee and the agency.
- All courses must be taken at fully accredited Connecticut colleges or universities. Other schools providing trade instructions or special occupational training approved by the State Board of Education will be accepted.**
- The employee must remain in state service through the completion of the course to receive reimbursement.

The two underlined phrases above constitute substantial revisions of the previous official policy. According to the *State Scene* (October 1978), "the new policy is a result of the state's increased emphasis on providing upward mobility opportunities for those in state service." Indeed, the changes echo the Upward Mobility Committee's recommendation (Report, 1978) that "tuition reimbursement be made available not only for courses directly related to work being performed, but also for courses leading to jobs that could be performed with additional training." Impetus for these changes also came from staff within the State Personnel Division, including the Director of Personnel Development, who saw their potential for effectuating upward mobility concerns. The door was officially opened to state employees seeking change in their line fo work, and to those who wanted occupational rather than traditional college education.

Application Process

The process required to apply for and obtain tuition reimbursement was remarkably complex. In somewhat abbreviated form, the steps were as follows:

1. Employee obtained application form (see Appendix C) from agency personnel office, and completed four copies.
2. Four copies were submitted for approval to agency personnel officer or designee.
3. Approved applications were forwarded to DAS/Personnel Development Division.
4. Personnel Development followed a nine step procedure, after which three copies of the application were returned to agency personnel office or designee.
5. Agency personnel returned three copies to employee.
6. At the end of the course, employees submitted in triplicate copies of approved application, transcript or letter from instructor as evidence of passing grade, and proof of payment to the agency personnel office or designee.
7. Agency forwarded these materials to DAS/Personnel Development.
8. Personnel Development followed a five step procedure, then sent payment list to DAS/Business Office.
9. Business Office prepared invoices, forwarded first to the Comptroller's Office, then to Central Accounts Payable.
10. Check mailed to employee's home.

Failure to complete steps 1-5 prior to the first class meeting could mean rejection of the application.

Plan Financing and Administration

Since 1967, the State of Connecticut has offered tuition reimbursement in some form to its employees. The locus of responsibility for administering the plan and its provisions have changed more than once in the succeeding thirteen years.

The introduction of collective bargaining in 1977 as a feature of state employment significantly affected tuition reimbursement policy. The first or "master" contract (for the period July 1, 1977 to June 30, 1979) negotiated with the state government by the unions allotted $500,000 for each of two years to cover tuition reimbursement for all state employees. As collective bargaining for the second contract got underway, however, the coalition of unions dissolved and negotiations proceeded on a unit by unit basis. This meant employee eligibility for tuition reimbursement would now be based on membership in a collective bargaining unit. The contract negotiated by a unit would determine the annual tuition-aid allocation for its members and could stipulate special provisions. Unless a contract specifically stated to the contrary (neither the clerical nor maintenance did) excess tuition-aid funds could not be carried over to the next fiscal year. Nor could funds be "borrowed" from another year's allocation or another unit if the entire allocation was depleted; instead, reimbursement would be suspended for all the units' members until the new fiscal year.

For the period of the second contract (July 1, 1979 to June 30, 1982), the maintenance bargaining unit negotiated a $15,000 a year allotment, the clerical bargaining unit, $25,000 for the first and second years and $30,000 for the third year. Although these allotments sound small, the tuition fees they cover are also relatively low. For example, tuition at the University of Connecticut per undergraduate credit is $62 or $186 for a three-credit course, per graduate credit $68 or $204 a course. Community college tuition is only $40.50 for a three-credit course, including the service fee.

As the outline of the application process above suggests, it is difficult to explain with clarity the administration of tuition reimbursement, partly because so many offices shared that task. Ultimate responsibility during the course of the demonstration project rested with the Director of the Personnel Development Division.

Although tuition reimbursement policy evolved in a fairly straightforward fashion on paper, in actual practice, it was not uniformly administered throughout the state. Authority to approve applications was delegated to the agency by which a worker was employed. Apparently, interpretation of the policy varied, particularly the "job-related" stipulation for course approval. Some employees recall approval for any but narrowly job-related courses impossible to obtain. On the other hand, at least two administrators of the plan in its early years remarked that their interpretation of "job-related"was always somewhat liberal. The state Director of Personnel and Labor Relations believes that "upward mobility was always implicit". In short, it appears that employees of some agencies were able to use tuition reimbursement for purposes of their own upward mobility prior to the issuance of Notice No. 78-17. However, only with the issuance of that notice did this interpretation become official state policy..

Apparently, in the past, it was uncommon for either state personnel or agency personnel and training officers to provide employees on a regular basis with comprehensive descriptions of the tuition reimbursement plan through employee manuals or other written or oral explanations. General notices are circulated to management and seen by few employees in the normal course of events.

Worker Use of The Tuition Reimbursement Plan

Indeed, the questions posed by the survey at the outset of the demonstration project revealed workers to be utterly uninformed about the tuition reimbursement plan. Only four percent of respondents reported receiving information about the plan within the previous six months. Almost 75 percent did not know there was a plan, and only three percent considered themselves very familiar with it. Nearly nine out of ten did not know whether they could pay for a course under the plan.

It is obvious that employees unaware of a benefit are unlikely to take advantage of it. The survey found four of 98 respondents who had received tuition reimbursement, a participation rate of just over four percent. Other statistics compiled by the Personnel Development Division confirm similar participation rates. But the percentages for state clerical and maintenance workers are even lower. Statistics collected by Personnel Development for calendar year 1978 show 213 applications or a rate of slightly more than three percent for clerical workers, and 39 applications or slightly more than half of one percent for maintenance workers. Nor do these calculations weigh the fact that an employee may submit more than one application per year, and so be counted more than once. In contrast to the clerical and maintenance units, state statistics show health care and education units to have rates as high as ten and 23 percent.

THE PROJECT: KEY PARTICIPANTS

The Local Planning Committee

The original Model III design envisaged a local planning committee whose purpose was to plan and recommend specific activities, provide policy direction, and assist and oversee the site coordinator. Its members would represent the local parties to the project. In Hartford, the committee originally consisted of the state Director of Personnel Development, the President of the Connecticut State Employees Association, a Staff Representative from the Connecticut Employees Union Independent, and the Coordinator of the Coordinating Committee for the North Central Region. This was the first time a formal cooperative relationship was ever established and maintained between these organizations.

Meetings were held every month from July 1979 through April 1980. The site coordinator arranged and led the meetings and prepared the agenda. Because coordinating the schedules of committee members proved difficult, it often happened that one or more could not attend. However, each party was consistently represented at the meetings.

The formal meetings were supplemented by informal contacts between committee members. The site coordinator also kept members informed of significant events between meetings and solicited their assistance with specific problems.

Throughout the demonstration year, the planning committee provided overall policy direction and backing to the site coordinator on specific concerns. Union and state government members were instrumental in securing agency sites through judicious use of their knowledge of these agencies and contacts with employees.

It is generally agreed that this arduous task would have been even more prolonged without the backing these members provided to the site coordinator. They also helped obtain the lists of employees needed to organize the survey administration.

Once sites were secured, planning committee members nominated EIA candidates and helped provide their training. When issues arose concerning EIA roles, particularly the release time provision, individual committee members again worked with site agency supervisors and personnel staff to resolve the difficulty. One step taken to improve communication with site agencies was to invite the personnel EIAs to attend planning committee meetings, beginning in December 1979.

The CCNCR Coordinator had a special responsibility as the sole representative of the local education community. He helped the site coordinator and EIAs gather descriptive materials about education resources. He was also instrumental in setting up several presentations made by the site coordinator to educational groups, notably CACE (Connecticut Association for Continuing Education).

Several times during the project, NIWL representatives attended meetings of the local planning committee to discuss progress to date and any significant problems. NIWL suggestions usually were offered as means for more fully realizing one or another of the interventions set forth in the original model.

The Site Coordinator

The site coordinator's role was sketched in broad terms in the original Model III design. Responsibility for day-to-day program coordination alone meant juggling multiple roles. Tasks were categorized as information collection and dissemination, training and on-going assistance to the EIAs, liaison/meetings with the local planning committee and NIWL, direct advisement of employees, brokering/representation, and miscellaneous administrative duties. In addition, extensive record keeping was required to measure the project's effects at its conclusion. The site coordinator's salary was paid out of contract funds and administered through the state Personnel business office.

Of all these responsibilities, the site coordinator reports that administrative and organizational support to the union EIAs was actually most time-consuming. The EIA role as it developed was less independent than originally envisioned. The site coordinator participated in the selection of EIAs and their alternates and the two orientation and training sessions. Weekly meetings were scheduled at each worksite between the union EIAs there and the site coordinator to share experiences and to coordinate tasks by drawing up weekly work plans for each participant, including the site coordinator. Employee contacts and follow-up actions were also discussed (EIAs at two agencies met less regularly with the site coordinator). In effect, the site coordinator provided direction for union EIA activities, not merely support.

The site coordinator also became more immediately involved with the union EIAs' information and advisement functions. The group meetings for employees at the agency sites began with a presentation by the site coordinator. She also collected and distributed information materials to the union EIAs and researched the answers to specific requests which they had received from employees. Conflicts between union EIA activities and agency procedures or protocol were often negotiated by the site coordinator. Lastly, the site coordinator often informed or advised state employees directly. Following the administration of the NIWL survey to a group of workers, the site coordinator usually led a discussion of tuition reimbursement and education opportunities. As a result of group meetings and articles in the state and union newspapers, the site coordinator's name and phone number were publicized.

The second major responsibility was the information delivery system: collecting, analyzing, and distributing useful and comprehensible information about tuition reimbursement, education and training. The site coordinator ordered catalogs and course schedules, met with resource persons, and researched answers to specific questions, such as "where can I take evening courses on welding?" Difficult questions regarding tuition reimbursement procedures found their way to her for resolution. She also spoke to several union meetings to explain the project and solicit members' interest. The site coordinator represented the project to outside groups, most notably at the three Regional Dialogues sponsored by NIWL in California, Minnesota, and Massachusetts, and to local educator groups, such as the Connecticut Association for Continuing Education (CACE). She coordinated other publicity, including printing and design of posters, and the publication of articles in the state and union newspapers.

Liaison with the local planning committee required scheduling and leading monthly meetings, and preparing the agenda and background materials. Between meetings, the site coordinator kept the committee informed about events and solicited their opinions and assistance on important issues.

Weekly exchanges by letter and telephone with the site coordinator provided the primary channel for NIWL technical assistance to the Hartford site. While preserving local autonomy and direction of the project was considered important by NIWL staff, consultation was provided on a variety of topics, such as clarification of the EIA role.

Lastly, the site coordinator became involved in a major undertaking never envisioned in the original model design. Throughout the winter, a severe backlog of applications developed in the tuition reimbursement processing system. This led to discussions among those involved with the system of ways to improve the process. Meetings were held and other tuition-aid plans were researched by the site coordinator. These actions culminated in the submission of a proposal to the state Director of Personnel and Labor Relations to simplify the system. Once the Director decided to go ahead with plans to decentralize and simplify the system, the site coordinator began to draft a new application form and tuition reimbursement manual.

Education Information Advisors

The original model categorized EIAs' functions as: to inform, to advise, and to report. Their purpose was to ensure that workers were well-informed about tuition reimbursement and educational training opportunities, to help workers adapt this information to their personal requirements, and to communicate the nature of workers' educational needs, interests, and problems to the site coordinator. Fifteen EIAs were to be selected: ten union EIAs, five clerical and five maintenance workers to achieve balance between the two units, and five personnel EIAs from the agency sites. The union EIAs could be stewards or less active union members. The personnel EIAs could be personnel officers, trainers, affirmative action or upward mobility officers. The local planning committee CSEA and CEUI members nominated candidates for the union EIA positions, who were then approved or turned down by the site coordinator and personnel staff at the agency site. The personnel EIAs were selected by the state Director of Personnel Development after consultation with the site agency. Orientation and training sessions for the EIAs were to be coordinated by NIWL with assistance from the local parties to the project.

But as preparation for these sessions began, a need to define the EIA role and responsibilities more clearly became obvious. Discussions between NIWL, the site coordinator, and the local planning committee resulted in a new interpretation of the role which distinguished between the union EIA and personnel EIA functions.

The union EIAs would serve as peer advisors at the worksite with whom employees could discuss tuition reimbursement and education. Their responsibilities were essentially those set forth in the original model: to inform, advise, and report. But the distinction between advising and counseling was re-emphasized. Union EIAs were not professional career counselors and should not assume that role. Advising tasks included motivating workers and helping them to recognize and articulate learning needs, select appropriate education or training, and understand tuition reimbursement procedures. For additional in-depth counseling, union EIAs were to refer employees to professional career counselors or education brokers.

Personnel EIAs would be liaisons with the agency sites, whose familiarity with the state system and their own agencies ideally qualified them to serve as resource persons for the union EIAs and site coordinator. Besides helping with logistical arrangements at their agencies, these EIAs would communicate to the site coordinator their knowledge about educational needs and opportunities within the state system.

To orient the EIAs to the project and train them to fulfill these roles, two-day training sessions were scheduled in September for clerical and personnel EIAs, and in November for the maintenance EIAs. The NIWL organized both sessions and developed an extensive curriculum. (See Appendix I for agendas used during these sessions). To lead the sessions, NIWL brought to Hartford a staff which included the Director of the Labor Education Center of Rutgers University, the Director of the National Center for Educational Brokering, the Director of Research for NIWL, the Program Officer for Model III at NIWL, and a training consultant. The briefings on education and training opportunities available in the Hartford area and local perspectives were delivered by the site coordinator and members of the local planning committee.

Topics covered the first morning of the September training included an explanation of the rationale for Model III, an overview of NIWL and the demonstration project, a briefing on the Hartford participants' perspectives and expectations, and an analysis of the roles of key people and organizations. The afternoon was dedicated to briefings on financial assistance, education and training opportunities available to state employees. The second day, more loosely structured to permit open give-and-take among the participants, covered problems which adults who return to school encounter and methods of overcoming these barriers.

The November session was considerably restructured but covered the same topics with less time spent on the Model III background and overview, and more emphasis on the EIA role, information interviewing, and role playing. On the second day, the clerical EIAs joined the maintenance EIAs to review their experiences, examine advising techniques, and construct work plans for the coming weeks.

In retrospect, most union EIAs interviewed a year later believed their training was, as one put it, "useful to get started". Several remarked that the education materials were helpful, particularly The Matchbook. But strong interest was expressed in a follow-up session which would deal with questions which arose during the year.

With training and orientation behind them, the union EIAs were ready to get down to business. Each was allotted 3½ hours release time per week from their regular work duties to perform EIA tasks. Each was responsible for advising from 40 to 125 workers. Weekly planning meetings were scheduled with the site coordinator at each agency. As noted under the discussion of the site coordinator's role above, most union EIAs depended on her for considerable direction and support.

Although each EIA team proceeded according to a slightly different timetable, they employed similar methods to accomplish their goals. Every union EIA was to collect informational materials and display these at an appropriate location at his or her agency. The purpose of these "educational resource centers" was to make information about education readily accessible to the worker at the workplace. In practice, many EIAs found it difficult either to locate suitable space or secure permission to keep materials there. Solutions to the problem varied: one EIA stored materials in her desk; another obtained a drawer in a file cabinet; another, responsible for several locations, kept files in the backseat of his car; and one personnel EIA set up a display table in the personnel office. Materials came primarily from either the site coordinator or the education institutions which the CCNCR coordinator had asked to place the EIAs' names on their mailing lists.

The second major responsibility of the EIAs was to contact personally each of theindividual workers to whom they were assigned. Group meetings were planned at each agency to provide a vehicle for that initial contact. Many advantages to this approach were anticipated. . .Because the meetings were scheduled in advance with agency management and personnel approval, the EIAs could avoid the difficulty of reserving an uninterrupted period of time within a structured workday to discuss education. More people could be reached with the same information in less time. Group dynamics, the tendency for individuals within a group to draw support, enthusiasm, and confidence from one another, could be used to advantage.

So group meetings were arranged at DOL, DMV, and the Bureau of Purchasing with the approval of agency management and logistical assistance from the personnel EIAs. Employees were sent printed invitations to these meetings. Attendance ranged from 15 to 25. The site coordinator spoke about tuition reimbursement, education opportunities, introduced the union EIAs, and explained their role. Questions were invited and discussions with workers about their specific interests often ensued. All conversations with employees were recorded on an "EIA contact information log" (See Appendix E), with action taken or follow-up needed noted on the form.

Follow-up after the group meetings incorporated both the informing and advising roles. Individuals who had asked questions or expressed any interest during the meetings were contacted later by a union EIA (or sometimes by the site coordinator), either to provide specific answers or to help the worker define his or her interests or needs. Some union EIAs tried to sustain enthusiasm generated by the meetings, actively seeking out co-workers and encouraging them to consider tuition reimbursement, education, and what it could mean to them.

The degree to which each union EIA pursued individual, one-on-one contacts depended on how many locations the EIA covered, freedom of movement at the workplace, and personal style. Several EIAs reported much of their individual advising occurred during coffee breaks, lunch, or after work.

The role envisioned during the training sessions for the personnel EIAs, as resource persons within the state system for the union EIAs and site coordinator, was not fully realized. The union EIAs rarely consulted these individuals, directing their questions instead to the site coordinator. The personnel EIAs did provide logistical support, by arranging the group meetings for example. But by in large, the three-way cooperation envisioned did not come about.

CHRONOLOGY OF KEY EVENTS

This chronology only records the first occurrence of an event. For example, the local planning committee met most months and the site coordinator and EIAs met fairly regularly once a week throughout the project, but this does not appear under every month's synopsis.

April 1979	The Hartford site was selected and final agreement to participate secured. The local planning committee was appointed.
May 1979	The site coordinator was hired.
June 1979	The site coordinator received two days of orientation in Washington, DC to NIWL, its goals, the planned activities of the demonstration project, and the site coordinator's role. The site coordinator returned to Hartford for individual discussions with members of the planning committee, and began to research potential agency sites. The master contract for state employees expired, leaving both the clerical and maintenance unit without a contract.
July 1979	The first local planning committee meeting was held to discuss preliminary plans and make basic operational decisions. The site coordinator contacted personnel offices at possible agency sites to discuss the project. She attended a second orientation meeting in Washington, DC to discuss the difficulties in securing agency sites, EIA training, and a precise definition of the EIA role. The site coordinator began advisement of individual workers.

August 1979 The site coordinator continued meetings with potential sites. Agreements to participate were secured with the Bureau of Purchasing, the Department of Labor, and the Department of Motor Vehicles. Meetings to prepare for the EIA training session were held between NIWL, CSEA, and CCNCR. Six clerical EIAs were selected from DOL and DMV. Two maintenance EIAs were selected from the Bureau of Purchasing. Four personnel EIAs were also chosen. The site coordinator began contacting local educators, collecting printed materials about education and training, and compiling documents for the preproject environment report requested by NIWL. The state legislature approves the clerical unit contract.

September 1979 The training session for clerical and personnel EIAs was conducted by NIWL with assistance from Connecticut parties to the project. The search for additional maintenance sites continued. The survey questionnaire was administered to 100 randomly selected clerical and maintenance employees from the secured sites. Following the survey administrations, the survey and the project were discussed. The site coordinator began publicizing the project and tuition reimbursement by preparing an article for The State Scene.

October 1979

Site selection was completed as the Department of Transportation agreed to participate. One maintenance EIA and a personnel EIA were selected from DOT. The session to train the maintenance EIAs was discussed at the local planning committee meeting. The site coordinator met with supervisors of clerical EIAs at DOL and DMV to discuss the project. The site coordinator also attended a meeting of an association of continuing education directors, CACE. The article about the demonstration project was published in The State Scene.

November 1979

The training session for maintenance EIAs was held. A follow up session to review progress to date also included clerical workers. The site coordinator presented the EIAs with materials on trade, occupational, and training schools and community counseling services. The site coordinator spoke to 150 employees at a CSEA clerical council meeting about tuition reimbursement. The site coordinator and EIAs at each agency began once a week meetings to set out specific tasks for each to accomplish. The Coordinator of CCNCR arranged for all the EIAs' names to be placed on CCNCR members' mailing lists for course schedules and catalogs. NIWL staff visited Hartford and attended local planning committee and EIA planning meetings. A photograph taken at the September EIA training session appeared in the CSEA Government News.

December 1979 A series of group meetings attended by 15 to 25 clerical employees were held at the DMV for 5 weeks, 3 days a week from 8:30 a.m. to 9:30 a.m. Two large group sessions were held at the Bureau of Purchasing to discuss tuition reimbursement and vocational/technical training. An article was published in The State Scene announcing the names of the maintenance EIAs. The site coordinator wrote and submitted an article to CSEA which was published in the Government News. The site coordinator arranged for the Central Connecticut State College printing and graphics department to design and print posters. The site coordinator made a presentation to a meeting of state government affirmative action officers on tuition reimbursement and the demonstration project. The personnel EIAs were invited to attend the local planning committee meetings for the first time, in order to smooth working relationships at the agency sites.

January 1980 The survey questionnaire was administered to DOT maintenance workers at three garages; training opportunities and tuition reimbursement were discussed with workers after the survey. Notices were sent to maintenance workers at one DOT garage to explain the project and publicize their EIA's name. Three group meetings were held at DOL early in the afternoon on three separate days at the end of the month. The site coordinator made a presentation on tuition reimbursement to a CSEA clerical council meeting. Initial discussions began within the Personnel Development Unit concerning the possibility of revising the tuition reimbursement procedures and application form.

February 1980 For three consecutive weeks at DOL, lunch hour open meetings were held for clerical employees to meet the site coordinator and union EIAs. The site coordinator spoke to a group of data processors on the night shift at DMV. New statistics on tuition reimbursement were gathered by the site coordinator which indicated statewide increases in application rates. The site coordinator attended the Regional Dialogue on Worklife Education in Berkeley, California sponsored by NIWL, to speak about the Model III project to a group of interested educators, management and labor representatives. The monthly local planning committee meeting reviewed options for a major revision of tuition reimbursement application procedures.

March 1980 — The site coordinator made presentations at a meeting of continuing education administrators, a college career program, and the Regional Dialogue sponsored in Minneapolis, Minnesota by NIWL. The site coordinator undertook a draft revision of the tuition reimbursement application procedures and form.

April 1980 — The site coordinator reported to a CCNCR meeting on the status of the Model III project, examples of college activities in worker education, and possible ways for CCNCR to become more involved with Model III activities. A panel consisting of representatives from CEUI, CCNCR, tow maintenance EIAs, and the site coordinator delivered a presentation at the Regional Dialogue in Boston. The site coordinator and state Director of Personnel and Labor Relations discussed options for revising the tuition reimbursement system. The CEUI maintenance contract was ratified.

May 1980 — The National Institute of Education agreed to extend the term of the Model III contract until September 30, 1980. Plans to simplify and decentralize the tuition reimbursement system were announced by Personnel and Labor Relations. The

	site coordinator began drafting a handbook on tuition reimbursement guidelines. A major effort to eradicate the backlog of tuition reimbursement applications was undertaken by the state.
June 1980	Onsite interviews were conducted with more than 20 people in Hartford by NIWL staff for the case study on Model III.
July 1980	The second round of surveys was administered to 100 randomly selected clerical and maintenance employees at the agency sites. The site coordinator was hired provisionally as a permanent state employee. The case study was completed in draft form. Statistics were gathered by the site coordinator on tuition reimbursement usage by the clerical and maintenance units during the demonstration year. Certificates of service (see Appendix F) were sent to the EIAs from NIWL, the state Director of Personnel and Labor Relations, and their union representatives. The EIAs also received letters of appreciation (see Appendix G) from NIWL for their service to be included in their personnel folders.
August 1980	Data from the post-project survey were compiled and the case study redrafted in light of an analysis of the data.

OUTCOMES OF THE PROJECT

What are the results to date of the interventions in Hartford? Has progress been made toward accomplishing the fundamental purpose -- to reduce information and counseling barriers -- affirmed at the outset by the original parties? What effects has the project had on these organizations and institutions? How successful were the various roles and interventions tested? Were there unanticipated outcomes? What are the Hartford participants' recommendations for the future?

Effect of the on Workers

The consensus of the
project survey are that the demonstration project substantially affected the clerical and maintenance workers at the project sites. The fundamental purpose of Model III, to reduce certain structural barriers which appear to discourage use of tuition-aid, is well on the way to realization.

The most striking evidence of change is in the realm of worker knowledge of tuition reimbursement. The survey administered at the outset of the project found only 25.5 percent of respondents somewhat or very familiar with the plan; by the project's conclusion, this percentage had nearly tripled to 73.8 percent of respondents in the second survey.

Not only do workers know about the plan, they also understand it much better. Before the demonstration project, nearly 90 percent of those surveyed did not even know they were eligible to apply for reimbursement of tuition costs. More than 43 percent now know they are eligible. More than 40 percent also know how to request approval for tuition reimbursement, twice as many as before the project.

These statistics confirm the belief generally held by project participants that workers understand the plan much better now, including the all-important fact that courses do not have to be job-related to be approved for reimbursement. The misconception that they did, when held by either management staff or employees, would have effectively prevented a worker's using tuition reimbursement to finance training leading to a new job. According to CSEA's President, "we have seen and heard from clericals that they didn't know about tuition reimbursement before, or realize that it could be used for anything other than regular college degree program tuition or could be non-job-related. The EIAs got this across".

Not surprisingly, this increase in knowledge and understanding is accompanied by a reduction in the number of workers who regard lack of information as a barrier to their participation in education and training. About 40 percent at the conclusion of the project, compared to 66 percent at its outset, felt that inadequate information about the plan kept them from using tuition reimbursement. The percentages of those who identified inadequate information and advice about careers, courses, or education institutions as barriers to education or training dropped a similar amount by 25 points or more from 75 - 84 percent to 47 - 54 percent (See Table I, "Conclusion"). Of course, the percentages reporting inadequate information or advice to be barriers are still high.

One could also measure the impact of the demonstration project upon the target populations by the rates at which they apply for tuition reimbursement. Early statistics show modest increases in these rates over the course of the demonstration year. More than 26 percent of respondents who reported taking courses in the second survey paid the tuition through the reimbursement plan, compared to 20 percent in the first survey. Statistics gathered by the state government reveal that for the academic year 1978-1979, clerical workers submitted 296 applications, for 1979-1980, 458. Maintenance workers submitted 17 applications in 1978-1979, 27 in 1979-1980.

Why have application rates not increased more dramatically? For one thing, it requires time for knowledge and attitude shifts to produce behavior changes. Secondly, as several site participants have pointed out, because most education institutions operate on a semester basis, and the group meetings at the site agencies took place in December or later, it is unrealistic to evaluate Fall 1979 or Spring 1980 application rates as a measure of the project's effect. Not until Fall 1980 or Spring 1981 applications are tabulated will we begin to see a noticeable impact, project participants believe.

However, although an increased participation rate would be a positive sign, it is peripheral to the primary purpose of the Model III project, to reduce or eradicate structural barriers to ensure that the target populations were aware of the tuition reimbursement plan and educational resources and how to take advantage of them. Without information and advisement, these individuals were not even prepared to choose to pursue education or training. Whether state employees use their new awareness to apply for tuition reimbursement and return to school is an important but distinct issue which cannot come into play until the structural barriers are down.

Effect of the Project on State Government

There is evidence that the demonstration project had an impact on the knowledge and attitudes of state personnel and training staff. A few participants believe that these individuals are now more aware of tuition reimbursement and more predisposed to publicize and improve the efficiency of the plan.

There is evidence that workers in the target populations see a change in management attitudes. More than 54 percent of the respondents to the second survey think that the state encourages its employees to seek additional education or training, compared to 29.5 percent in the first survey. More than 32 percent of the respondents to the second survey, compared to 7.4 percent in the first, believe the state encourages employees to use tuition reimbursement. Although nearly 46 percent identified favoritism within the state system as a barrier to further education or training in the first survey, only 24.6 percent did so in the second, a noticeable decline. While these changes in attitude cannot simply be attributed to the effect of the demonstration project, some correlation seems likely.

However, two events which occurred during the last months of the demonstration project are concrete institutional changes to whose accomplishment it contributed significantly. The first of these was the decision to simplify and decentralize the procedure for processing reimbursement applications. The second was the decision to establish a new professional position within the state service to provide training and technical assistance to agency staff in the tuition reimbursement area. The

Model III site coordinator was hired by the state to fill this role.

The site coordinator and state Director of Personnel Development concur that, in the Director's wor s, "a major result of this project is that a revised, simplified, decentralized tuition reimbursement system is being designed. A close look was taken at the system and why it didn't work well was considered". A working draft of the decentralization proposal was under discussion during the summer of 1980. It would simplify processing by eliminating several steps, some of the paperwork and personnel formerly involved. Approval for reimbursement would be the responsibility of a designated individual at each agency. Any applications not approved would be forwarded to Personnel Development for a review and final decision by a labor-management committee, subject of course to collective bargaining grievance procedures. (Under the former system, a state employee could enlist the union's help in appealing a rejection only through the formal grievance procedure). The Personnel Development Division will coordinate this system and provide technical assistance to agencies.

Introducing decentralization will require writing a manual about tuition reimbursement and training a staff member at each agency to understand the system. Topics covered would include an explanation of each bargaining unit's tuition reimbursement guidelines, detailed procedures for processing forms, answers to common questions, and record-keeping responsibilities.

The second decision, to assign a professional position to the tuition reimbursement system, seems a natural consequence of the first. A professional staff person would be required to write the manual and provide training and technical assistance to the agency tuition reimbursement administrators. (The site coordinator, given her knowledge of the system, was a logical choice for the position). But as important a factor in the decision to create a new position was apparently a widespread conviction that the site coordinator's role had made the system function better. (This is discussed further under "Success of the Site Coordinator's Role"). The decision to create a new position is particularly notable at a time when state hiring was extremely limited.

How do key representatatives of the state themselves feel personally about the project's impact? The state Director of Personnel and Labor Relations focuses on the introduction into the government of a centrally located source of guidance and information concerning tuition reimbursement -- the site coordinator -- as a much needed innovation. The state's representative on the local planning committee, the Director of Personnel Development, cites several outcomes, both planned and unanticipated:

- the tuition reimbursement system was examined and revisions planned;
- mutual respect and a tendency to work cooperatively has grown among the key participants; and
- the Title 1-A Upward Mobility project was cooperatively implemented.

These are seen as positive steps in the complex and long-term human resources development effort within state government.

Effect of the Project on the Unions

Representatives of both unions believe there has been a substantial impact on their organizations and leadership. In the words of one, "if it had not been for this project, the union would not now be so committed to tuition reimbursement." According to these representatives, the unions now take education and training very seriously as an important contract item to be won for the membership.

There is some evidence that the union rank and file have noticed such a change in attitude. The second survey found that more than 32 percent of the respondents believe their union encourages members to seek further education or training, compared to less than 14 percent the first time. More than 32 percent also believe the union encourages the use of tuition reimbursement, compared to under ten percent of respondents to the first survey.

These and other statistics may also suggest that the demonstration project increased the unions' visibility and the degree to which workers in the target populations feel confident in their unions. At the outset of the project, only 19.2 percent realized tuition reimbursement was a benefit negotiated through collective bargaining; instead, more than 75 percent erroneously believed the plan was unilaterally sponsored by the state government. More than 69 percent of respondents to the second survey knew tuition reimbursement was a negotiated benefit, and nine percent thought it was unilaterally sponsored by the union. In response to a question which asked from whom respondents would prefer to receive information on tuition reimbursement, nearly 33 percent chose a union representative in the second survey, compared to 21.6 percent in the first.

Do the labor representatives on the local planning committee believe that the project had positive results, in their personal view, for their organization or membership? The President of CSEA feels the project made some headway towards the two original goals he had for participation. First, the local planning committee did provide an opportunity for labor and management to exchange ideas about employee education. Secondly, lower-level employees are now more aware of their tuition-reimbursement benefit: "The EIAs got this across". The CEUI representative on the planning committee emphasizes that the primary purpose for his union's involvement was to help the membership promote themselves in the work world. To a limited degree, he feels maintenance workers know more about their plan and where to go for related advice.

The fact that both unions were immersed in contract negotiations for much of the demonstration year hindered changes in union structure or policy which might otherwise have occurred. The ideas which the unions have under consideration (see "Local Recommendations for the Future") may indicate that they will take more of an advocacy role towrads education and tuition reimbursement in the future. As one union officer said, "this project has awakened all of us."

Relative Success of Roles and Interventions

Role of the Local Planning Committee

The local planning committee represented the first formal, on-going collaborative effort between management, labor, and educators to plan and coordinate educational opportunities for state employees. Sustaining this collaboration over many months, was in itself an extremely significant accomplishment. Both CEUI and CSEA were involved for much of the project in complex contract negotiations which could easily have strained not only labor-management ties but relations among the unions as well. The Coordinating Committee was a young organization, funded on a year-to-year basis, Model III its first major endeavor. The state Personnel Development Division itself was just getting started. Despite the instability -- individual and collective -- which characterized this situation, these organizations and agencies were able to work together. This should encourage other organizations in uncertain situations, as the Coordinator of CCNCR has pointed out, because it suggests that organizational instability is not an insurmountable obstacle to a Model III intervention.

Another significant accomplishment was the back up which committee members provided to the site coordinator. In the original design, the committee was to "oversee" the site coordinator. The role which actually evolved was more supportive than this language suggests. There were a number of occasions, several during the site selection process, when committee members intervened on behalf of the site coordinator to obtain information or remove bureaucratic obstacles. The site coordinator has noted how important this kind of backup was in negotiating the intricacies of a complex government bureaucracy.

The long-term planning responsibility was less successfully realized, several of its members agree. They note the committee's tendency to become bogged down in details, to focus on quotidian problems rather than specific goals or long-term plans. The frequent absence of one or more members from the meetings exacerbated these tendencies. Because of this fragmentation, the site coordinator adopted more of a leadership role in initiating discussions of topics and presenting optional courses of action than the original Model III had envisioned. However, this adaptation of the original model was successful in keeping the project moving, responding to difficulties, and devising appropriate courses of action.

Role of the Site Coordinator

The introduction of the site coordinator into the tuition reimbursement system is widely regarded as an excellent innovation. For the first time, the state Director of Personnel and Labor Relations observed, there was "a centrally located office within the state system providing guidance as to the best use of tuition reimbursement". Another observer pointed out that previously, there was no source of information and assistance within the state concerning tuition reimbursement which was both authoritative and accessible, a position above the clerical level, but below the director. The consensus seems to be that the project year demonstrated the benefits to both workers and state management of appointing an individual to be responsible for statewide technical assistance and publicity concerning tuition reimbursement.

Of all the roles performed by the site coordinator, perhaps the most critical were those which required liaison with or coordination of the other key participants. A number of powerful factors militated against coordination: the size of the state bureaucracy, the geographic dispersion of the sites, the complexity of labor-management relations, the diversity of the project's participants and the historic lack of coordination between state agencies, labor, management, and education institutions, to name a few. As a neutral party, affiliated with neither management, labor, education, nor any faction within those sectors, the site coordinator was able to overcome many such barriers. She herself argues that the position's neutrality was a prerequisite to its effectiveness. The interaction between the site coordinator, local planning committee and its members is discussed above. Without the direction and support which the site coordinator gave to the EIAs, and her liaison role vis-a-vis management and personnel staff, it seems unlikely the interventions at the site agencies would have progressed as far as they did. The site coordinator successfully kept the many elements of the project in motion and its diverse players working together.

Another critical aspect of the site coordinator's work was her role as the unofficial state authority on tuition reimbursement. It is clear that before the demonstration project took place, there was considerable confusion among state employees and management, even personnel staff, as to the specifics of the reimbursement policy: what courses were approvable, which institutions were permissible, and so forth. By providing a channel for such questions and authoritative answers, the site coordinator helped individuals, but also underscored the need for a clearer policy statement and an accessible source of information and technical assistance concerning tuition reimbursement. Perhaps the most convincing evidence of the efficacy of her role in this regard is her permanent employment by the state.

Two issues were raised by several observers about the site coordinator's role. The first was its level of authority. The site coordinator was responsible for securing the cooperation of high-ranking individuals. It is suggested by some that her lack of "clout", her dependence on backup from more powerful planning committee members, made this more difficult.

A second issue was the location of the site coordinator's office. Some observers argue that basing the site coordinator at a state administrative building identified her with the state government in many peoples' minds, suggesting another location would have been better. However, the site coordinator counters that working from within the state system gave her a degree of insight not possible for an outsider into the nature of state employment and the tuition reimbursement system.

Role of the Education Information Advisor

How well the union EIA role as structured accomplished its objectives is a matter of debate among those who participated in the project. However, the group meetings, which absorbed a considerable number of EIA hours, received nearly unanimous endorsement among union EIAs as the best approach to employees. As one EIA testifies, "group meetings were the only effective way of reaching everybody". The formal invitations, location, and scheduling of these meetings ensured good attendance and enough time to cover the basics and still permit a question and answer period. But beyond this, the group meetings often seemed to inspire enthusiasm and interest among attendees.

Many union EIAs found individual contacts with workers far less satisfactory. Some EIAs hesitated to contact employees who had not previously expressed interest in education. Several remarked how difficult it was to advise co-workers individually during working hours. Few employees at the maintenance or clerical level can move freely from work station to work station. The lack of privacy in an open work environment and pressure from supervisors or co-workers to get back to work also interfered. For such reasons, coffee breaks, lunch hours, and the bar after work were preferred advising situations for some EIAs.

The question raised here is not simply whether group or individual meetings are more effective. The group sessions very successfully achieved their purposes, to generate enthusiasm, introduce the union EIAs, and provide some basic information. The individual sessions were less immediately successful because of logistical problems but also perhaps because their objectives were more demanding and long-term: to sustain an individual's enthusiasm and help design an appropriate educational plan.

To accomplish these long-term goals, union EIAs must be recognized and sought after by their co-workers as advisors on education-related subjects. The majority of EIAs felt their sphere of influence had yet to grow beyond the circle of immediate co-workers and acquaintances. However, one EIA was "tracked down" by several workers, whose interestin education was previously unknown to her, shortly after her transfer from one section of the agency to another.

Others who had talked with the EIA earlier referred their co-workers to her.

Comparing certain results of the second survey with those of the first indicates that union EIAs achieved recognition among their co-workers. When asked whether there was a designated individual in the company or union to provide information or advice about education and careers, 57.9 percent said yes to company, 34.3 percent to union, compared with 31.5 percent and 8.1 percent respectively of respondents to the first survey.* Nearly three-fourths of respondents to the second survey who reported having discussed career or education plans with this advisor found it somewhat or very useful, compared to slightly more than one-half in the first survey.

Several of the EIAs interviewed for the case study felt discouraged or even overwhelmed by their logistical problems and the difficulty of motivating individuals. Their frustrations apparently obscured their success as providers of information, indicated by the survey results and testimony of observers. A CEUI staff representative states: "Nobody in maintenance knew anything about tuition reimbursement before, or who to talk to about it". A CSEA chapter president testifies, "clerical employees now are much more aware than in the past of what tuition reimbursement is and how it works." It may be important to coach prospective EIAs that there are several stages of advising, and each is significant. Otherwise the enormity of their task may seem overwhelming.

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* The case study interviews indicate that those union EIAs who were active in the union were identified by co-workers as union advisors, while the other EIAs, perhaps as a result of the group meetings, were sometimes associated with management.

The debate about the structure of the EIA role focused on several issues. Primary among these was the "release time" arrangement, with which no one was entirely satisfied. The EIAs noted three concerns. Release time of 3½ hours a week was not sufficient. Secondly, some supervisors were not cooperative in allowing their employees to take time away from work duties to talk to the EIA. Thirdly, supervisors and co-workers could make an EIA feel very uncomfortable about actually using release time, especially when the workload was heavy.

Some supervisors were apparently unhappy with the arrangement because of the disruption in the regular work day. This could have been exacerbated in the case of union stewards, who already had release time for union responsibilities. A few supervisors, it was alleged by some project participants, object entirely to promoting education for employees.

A second issue was whether union stewards were more effective EIAs than other workers. Advantages noted by some participants were that union stewards already are recognized by their co-workers as "advisors" of a sort and are usually outgoing individuals interested in people. Disadvantages were that stewards have many demands on their time, and that their involvement could politicize what should be an apolitical role.

A third issue was the expertise of the union EIAs. The EIAs did not report a lack of confidence in their ability to advise co-workers. More than one observer among personnel staff, however, was skeptical about the EIAs' level of expertise and the entire concept of peer advisement. The depth of the EIAs' knowledge about tuition reimbursement and the world of colleges and schools was questioned. Also questioned was the level of respect and trust EIAs could command who had not returned to school or achieved a promotion themselves.

A fourth issue was the role of the personnel EIA. Although originally envisioned as a resource person, this role apparently was seldom fulfilled. More than one personnel EIA noted little change in his/her role vis-a-vis tuition reimbursement, and expressed regret at the lack of opportunity to serve as resources for the other EIAs. None evidently derived a sense of involvement from the liaison role as members of the local planning committee. The site coordinator suggests as reasons for their minimal involvement that their role was inadequately defined, and that they did not have release time from their regular work duties for EIA tasks.

Information System

Before the Model III demonstration project, it is generally agreed, information circulated within the state government about tuition reimbursement and education opportunities was minimal. The publicity and information methods used by the site coordinator and EIAs successfully turned this situation around, according to a comparison of the first and second survey results. More than 52 percent of respondents to the second survey reported receiving information on the tuition reimbursement plan in the previous six months, an impressive increase over the first survey's 4.4 percent. Information about education and training was reported by 56.2 percent, compared to 28.9 percent in the first survey. From eight to nearly 21 percent more respondents to the second survey reported receiving information from the following sources (in descending order of frequency): from union representatives, from co-workers, from a counselor or advisor, at a company meeting, in a union newspaper, in a company newspaper, from bulletin board notices, from supervisors, and at union meetings. There were smaller increases for sources of information about education and training.

These statistics also indicate that no single method of information dissemination is noticeably more effective in reaching workers. Most of the methods used appear to be reflected in these statistical increases. It is an issue among those who participated in the project as to which methods were most successful. It was generally agreed that "personal contact far outweighs the effectiveness of written materials," in the site coordinator's words, whether contact was made in individual or group sessions. EIAs reported fewer responses to printed publicity. Several observers noted that not everyone reads the union or state newspapers, bulletin boards are covered over, and notices accompanying paychecks are easily ignored. To many people, an EIA remarked, standard college materials seem written in a foreign language. Moreover, conversations or meetings may communicate information about education more effectively than an impersonal notice, particularly since, according to some observers, clerical and maintenance workers tend to assume unless told otherwise that such information is intended for professional or well-educated employees only.

On the other hand, some observers argue that printed information might have been more effective if more extensive. Also, there is some evidence that workers find printed information most helpful. When asked to identify preferred sources of information, respondents to the second survey consistently selected as their first or second choice printed information (handouts, mailing, notices) by ten percentage points more often than personal methods (meetings, co-workers, supervisors).

Research Intervention

Approximately 200 clerical and maintenance workers at the agency sites filled out survey questionnaires either at the beginning or conclusion of the demonstration year. After the administration of the survey, the site coordinator often led an informal discussion of tuition reimbursement and educational opportunities. Some workers discovered for the first time their eligibility for tuition reimbursement. Others asked questions which were later followed up. But all were encouraged to think about education and training and introduced to workplace-based sources of information and assistance -- the site coordinator and EIAs.

Workplace-Education Institution Linkages

The third intervention set forth in Model III was the establishment of working relationships between one or more education institutions and the local planning committee. This collaboration was designed to promote special adaptations in college courses and programs, scheduling, location, and other innovations. The presence of the Coordinator of CCNCR on the planning committee was a first step towards establishing such working relationships. His participation ensured, for the first time, that a formal channel of communication would be kept open between representatives of state management, labor, and educational institutions.

It proved, however, very difficult to realize educator-workplace linkages during the demonstration year. One hypothesis is that considering the complexity of the original project design and the length of time required to establish the information and advisement components, it is not surprising that a single year proved too brief to implement the third intervention to the extent hoped for. Another explanation points out that the establishment of relationships with institutions exterior to the workplace is a time-consuming prerequisite not demanded by the information or advisement interventions.

Nevertheless, there is evidence of ground work accomplished which may promote the future establishment of more formal educator-workplace linkages. The local planning committee meetings were a catalyst for informal discussion of potential collaborative efforts between these parties. For example, representatives of CEUI have discussed with the Coordinator of the CCNCR the possibility of contracting with local education institutions to offer courses to the maintenance workers.

A promising omen for future educator-workplace linkages is the Title 1-A Upward Mobility project (discussed earlier) which ran concurrently with the Model III and was the product of collaboration between the state Director of Personnel Development and the Coordinator of CCNCR. The collaboration grew out of the working relationship established between these individuals during preliminary planning for Model III. "This education-work linkage would never have happend without the NMI project", according to the CCNCR Coordinator. Although the Title 1-A project was neither part of Model IIInor a direct result of its activities, as an effort to address the educational needs of state clerical workers by enlisting the resources of area colleges, it bodes well for the future of workplace-educator linkages in Hartford.

The Coordinator of CCNCR believes the project was "a success, overall", and emphasizes how remarkable this is given the youth and/or insecurity of the key parties' organizational bases. He singles out as important outcomes the state's assignment of a professional position to the tuition reimbursement area, increased cooperation among the parties, and the Title 1-A Upward Mobility Project.

Local Recommendations for the Future

The closing months of the project saw a number of recommendations for the future under discussion in Hartford. An expanded and sustained information system is widely favored. The state Personnel Development Division is preparing a tuition reimbursement manual for state employees and a training session for agency staff who process tuition reimbursement applications. The President of CSEA plans to get more information out to the rank and file by way of union publications, meetings, and stewards. A "college fair", which would give state employees a convenient opportunity to learn about education programs in the Hartford area, is under discussion as an approprite activity for CCNCR. Increased publicity about the state's tuition reimbursement program directed to area schools and colleges is advocated by CCNCR's coordinator.

The merits of a formal labor-management committee for education and training are endorsed by Hartford participants. Whether the local planning committee as presently structured or some variant will endure remains to be seen. One potential successor, identified by two planning committee members, is the Human Resources Development Commission convened by the Department of Administrative Services during the demonstration year. It includes representatives of government, labor, and education and has a mandate to examine the present condition of education and training opportunities for state and local public sector employees in Connecticut, perform a needs assessment, and issue recommendations. While other project participants are less hopeful about the Commission's potential, they do endorse the principle of a formal channel for labor-management-educator consideration of the educational needs of state employees.

The decision to hire the site coordinator as a permanent state government employee does not mean that the role will remain unchanged. Most often singled out as worthy of continuation are the position's technical assistance and publicity coordination functions.

Proposals for the future of the EIA concept are numerous. Although a few doubt it will endure, most recommend its continuation tion with modifications. Union representatives are interested in adopting the EIA concept, perhaps by incorporating it into the steward role and providing appropriate training. The union EIAs are generally convinced of the importance of the peer advisor element; they recommend more release time for EIAs and for workers seeking their assistance. Other observers, while in favor of workplace-based education information and counseling, recommend that a professional counselor or personnel officer, rather than an ordinary worker, be entrusted with these responsibilities.

Whatever their opinion of the EIA concept, many observers emphasize how important "peer models" -- workers who have advanced their careers by way of education or training -- could be, either as EIAs or not. In their view, the peer model can motivate co-workers by proving that barriers to education and training can be overcome, and that there are rewards to attending courses or earning a degree.

Educational alternatives for clerical and maintenance workers are also under discussion. The state Personnel Development Division has set as a long-term priority the education and training needs of clerical and maintenance workers, both to upgrade the productivity of these positions and to provide upward mobility routes. Creating a union educational or professional development unit is the subject of consideration by both CEUI and CSEA, as is the possibility of contracting for special courses or workshops for their members. The CEUI has gone a step further and submitted a proposal to the National Institute of Education for funding to continue the education information advisor activities of that union during 1980-1981.

Although negotiations for new contracts do not begin until January 1982, ways to strengthen the tuition reimbursement clauses are already being considered, particularly by union participants. Options include permitting release time for EIA-type advisement, increasing the annual bargaining unit allotment, raising the rate of reimbursement above 50 percent, and advancing rather than reimbursing tuition costs. The CEUI contract for the maintenance unit ratified in April 1980 (discussed earlier) includes revisions which significantly strengthen the benefit clause.

CONCLUSION

Summary

Nationwide, many employers, either unilaterally or through a negotiated plan, provide workers with a tuition-aid benefit. But relatively few take advantage of this source of financial aid, and this is most true of those in the lowest ranks in terms of salary and skills. This is a problem if one believes education and training to be tools for self-development and career advancement. This problem earns society's active attention when it becomes evident that structural barriers which could be reduced -- inadequate information and counseling -- are a primary cause for the infrequent use of tuition-aid.

The Hartford site adopted the most complex of the three model programs designed by the National Institute for Work and Learning to reduce these structural barriers. The demonstration project was targeted specifically to clerical and maintenance workers employed by selected state government agencies located in the greater Hartford area. State government studies indicated that these populations rarely used tuition reimbursement and were in great need of opportunities for career advancement.

From the initial planning stages through to its conclusion, management, labor, and educator representatives were key parties to the project. This collaborative relationship was formalized during the demonstration year in the local planning committee, which met monthly to plan and oversee project activities and assist the site coordinator.

The site coordinator and the union EIAs, with backing from the planning committee and personnel EIAs, planned and implemented the information system and education advisement service. They reached clerical and maintenance workers through group meetings, individual conversations, newspaper articles, posters, paycheck notices, and word-of-mouth. Records were kept of significant contacts with workers, and follow-up pursued.

The impact of the project, the results of the survey and the observations of key parties and participants are analyzed in the section "Outcomes of the Project". But it is worth zeroing in on the impact of the interventions on the barriers which inspired the three models in the first place: inadequate information and counseling.

Barriers

There are three major categories of barriers to adult participation in learning activities: situational factors, social-psychological factors, and institutional factors (Charner, 1980). Situational barriers commonly reported include costs, lack of time, age, and previous education level. Social-psychological factors include low self-concept and lack of interest. Institutional factors -- location, scheduling, lack of courses -- are the most amenable to intervention. As discussed at the outset of this report, NIWL research indicates that lack of information and lack of counseling are important institutional barriers in and of themselves, and possibly as they affect worker perception of other factors. Certainly, the first survey administration in Connecticut found high percentages of workers reporting information and counseling barriers. The key comparisons in Table I reveal substantial reductions in these barriers. (Other barriers included in the survey fluctuated by only a few percentage points in either direction).

TABLE 1

KEY COMPARISONS BETWEEN THE FIRST AND SECOND SURVEYS

SURVEY ITEM	SECOND SURVEY RESPONSE	FIRST SURVEY RESPONSE
Received tuition-aid information within preceeding six months	52.6%	4.4%
Received information about education and training within preceeding six months	56.2	28.9
Inadequate tuition-aid information a problem	39.7	66.0
Inadequate course information a problem	47.3	74.7
Inadequate information about educational institutions a problem	47.9	75.3
Inadequate advice or counseling about courses a problem	54.2	81.6
Inadequate advice or counseling about education institutions a problem	47.9	71.8
Inadequate advice or counseling about careers a problem	54.9	83.5
Very familiar with tuition-aid plan	11.9	3.1
Somewhat familiar with tuition-aid plan	61.9	22.4
Tuition-aid plan is company/union negotiated	69.1	19.2
Company encourages employees to use tuition-aid	32.1	7.4
Union encourages employees to use tuition-aid	32.1	9.5
Saw an individual for education or career planning within past two years	38.3	17.0
Received tuition-aid information from co-worker	23.8	10.2
Received tuition-aid information from counselor or advisor	16.7	3.1
Received tuition-aid information from union representatives	25.0	4.1
Received tuition-aid information at company meetings	14.3	2.0

Of course, the percentages of those who still report information and counseling barriers remain significant. The next step will be to see if these barriers can be reduced still further, and if so what effect adequate information and counseling will have on workers' behavior vis-a-vis education and training.

Recommendations

The findings of the case study suggest ways to revise or add to the original model to make it more effective, some of which are under consideration in Hartford. A more sustained and systematic information campaign might have even greater impact. Different methods of publicity complement each other, reinforcing the message and reaching those not reached by a single method.

Many recommendations have been offered concerning the EIA concept, but ensuring adequate time and space for advising are clearly crucial. One adaptation would ensure that each workplace has an office reserved with space for educational resource materials and sufficient privacy for advising sessions. An EIA would be available at scheduled times convenient to employees, including lunch hour, before and after work. Ideally, employees could also make appointments during work hours to talk with an EIA, and be permitted a few hours release time annually for this purpose. This arrangement accomplishes two things; it provides a routine which makes it possible to know when and how to find an advisor, and enhances recognition of the EIA role by identifying it with a particular location.

Another way to strengthen the advising element would be to promote more teamwork between the peer advisors and the agency personnel/training staff. The original model stipulated this, but did not structure it.

The process of establishing linkages between the state worksites and education institutions requires further attention. Maintaining and building upon the formal relationship embodied in the CCNCR's membership on the local planning committee is important. But more precise matching of specific education institutions and programs with the worksites is also important. Courses could be scheduled offering various topics and worksite locations, to learn what will interest different groups of workers. Another idea is to increase publicity about the tuition reimbursement plan to area schools and colleges, to ensure that they know about the number of state employees who have available to them a source of financial aid.

Despite the complexity of the Model III design and the Hartford situation, two significant barriers to worker education were successfully reduced over a period of 14 months. Harmonious working relationships were maintained between the key parties at a difficult time for labor relations in the state of Connecticut. This experience indicates that the Model III is a sound approach to lowering information and counseling barriers, one worthy of continuation in Connecticut and further testing in additional locations.

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CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

The potential for fuller use of the tuition aid resource was summed up this way in a recent policy paper: "Salted by a new employer and union interest in tuition-aid. . .there is the prospect for melting away of remaining barriers to bring real educational opportunity to the adult period of life". The learnings to date from "the Demonstrations" point out clear ways that employers, unions, education institutions and government can act decisively to realize that prospect.

The program interventions at the Model I and Model III sites had significant impacts on workers' knowledge, of the existence of the tuition-aid benefit and how to use it, the delivery of information to workers, and on workers attitudes toward education and training and toward their companies and unions. The interventions proved effective at reducing the information and advisement barriers that were targeted. They caused the establishment of mechanisms for labor-management education collaboration and encouraged concrete changes in institutional practices. These were important outcomes.

The results of "the Demonstrations" confirm recommendations for private policy action offered in the forthcoming policy book by Paul Barton. Among these are that companies and unions:

- focus attention on the provisions and reprovisions of information about the tuition aid benefit to workers employing a variety of media of which one should be co-workers;
- insure that the administration of the benefit has as one of its central parts, the provision of competent educational and career counseling and advisement services;

- o minimize the out of packet costs to workers through the provision of advances or installment plan arrangements;
- o insure on behalf of employees/members that there be responsiveness on the part of education providers to the curriculum wants of workers;
- o support on a local or regional basis, establishment of a tuition assistance advisory service to assist companies, unions and education institutions to more effectively engage the tuition aid resource.

The results of this study encourages NIWL to recommend that additional policy research and demonstration activities be undertaken independently by companies, unions and education institutions, and by the Federal government itself as a major employer and architect of education-work policy.

First, as has been repeatedly stated in this report, there is need to assess long term behavioral changes on the part of workers who use T-A or participate in education and training. This research should look at economic changes, social-psychological change, social change, and workplace behavior change. It is important to know, for example, if participants are more occupationally mobile, more geographically mobile, more satisfied with their job and life situations, more productive, or "better" workers. This will involve longitudinal studies and it will be expensive. It will also be indispensible to advocates of enhanced worklife learning opportunity.

Second, there is need for more experimentation in this area. Alternative programs should be designed using unions, companies and educational institutions in concert and alone as the focal point for the programs. These programs should explore different counseling methods, theories and practices as well as alternative information delivery schemes. In addition, some of these experiments should focus on improved linkages between educational institutions and the workplace.

Third, there is a need for improved measurement of the barriers to education participation and of educational needs and goals. Related to this is a need for futher research on the factors that enhance and detract from the conversion of educational goals to behaviors.

Fourth, we recommend that alternative financing schemes to the traditional tuition aid program. . .such as paid educational leave and universal educational entitlements. . .be explored and tested on an experimental basis. . . first with one or more agencies of the Federal government.

Fifth, we recommend that new case studies of successful workplace programs and experimental programs related to education and training of adult workers be undertaken. These case studies can provide critical information to decision-makers who are interested in developing programs and policies for worker education and training that cannot be obtained from traditional survey research sources. It will be purposeful to focus in this connection, on the needs and experiences of special populations. . .of which working women in the 80%, workers in rural labor markets, and middle aged and older workers would be prime candidates.

Finally, we urge the education research community to take fullest advantage of the data presented in this report and subject it to thorough analysis for what the data say. The time available was not adequate for the kind of analysis and contemplation of the findings that results in a thorough mining of all that is there.

This, then, is the report of "the Demonstrations" . . .13 months of discovery and change.

APPENDICES

CHAPTER III. . . . . III A-E2
CHAPTER IV . . . . IV A-I
CHAPTER V . . . . V A-I

APPENDICES

CHAPTER III

III A. Worker Education and Training Study (survey instrument)

B-1 Results of the First Survey Administration, Model I (California)

B-2 Results of the Second Survey Administration and Select Comparisons with First Survey Results, Model I (California)

C-1 Results of the First Survey Administration, Model II (Ohio)

C-2 Results of the Second Survey Administration and Select Comparisons with First Survey Results, Model II (Ohio)

D-1 Results of the First Survey Administration, Model III (Connecticut)

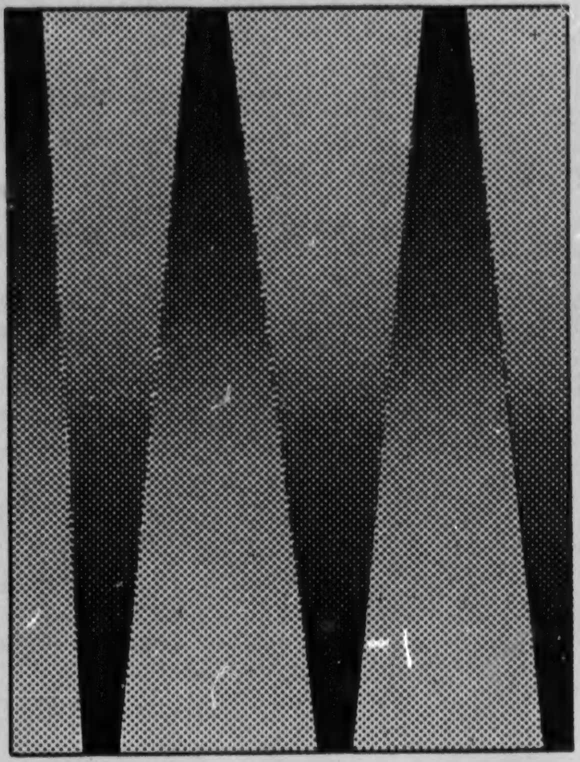
D-2 Results of the Second Survey Administration and Select Comparisons with First Survey Results, Model III (Connecticut)

E-1 Results of the First Survey Administration Comparison Site (New Jersey)

E-2 Results of the Second Survey Administration and Select Comparisons with First Survey Results, Comparison Site (New Jersey)

APPENDIX III-A

Worker Education and Training Policies Project



Worker Education and Training Study

NATIONAL MANPOWER INSTITUTE

OMB Number: 51-S79004
Expiration Date: Sept. 1980

WORKER EDUCATION AND TRAINING STUDY

Dear Study Participant:

The purpose of this questionnaire is to gather information about the education and training of working adults. It is part of a study being carried out by the National Manpower Institute under contract number (No. #400-76-0125) with the National Institute of Education, a part of the U. S. Department of Health, Education and Welfare.

Your views and experiences are important for the development and operation of new education and training programs. Because we are able to ask these questions to only a small group of workers here and in two other work sites around the United States, your answers are very important.

All of the information you give is strictly confidential. Your responses will be seen only by the National Manpower Institute project staff, and results will not be reported for any individual.

Again, your participation is essential to the success of the project. We have tried to make the questionnaire interesting and worthwhile and we hope you enjoy filling it out.

Thank you in advance for your help.

Sincerely,

Gregory B. Smith
Project Director

Ivan Charner
Senior Research Associate

"This report is authorized by law (20 U. S. C. 1221e). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely."

INSTRUCTIONS

* * * * * * * * * * * * *

1. PLEASE ANSWER ALL QUESTIONS IN ORDER
2. MOST QUESTIONS NEED ONLY A CHECK (✓) MARK TO ANSWER.
3. IF YOU DON'T ALWAYS FIND AN ANSWER THAT FITS EXACTLY, USE THE ONE THAT COMES CLOSEST.
4. A NUMBER OF QUESTIONS REQUIRE A RESPONSE IN TWO CATEGORIES. THESE ALL HAVE A DOTTED LINE (¦) DIVIDING THE RESPONSE CATEGORIES. PLEASE MAKE SURE THAT YOU CHECK THE APPROPRIATE BOXES IN EACH CATEGORY FOR THESE QUESTIONS.
5. PLEASE READ ALL QUESTIONS AND INSTRUCTIONS CAREFULLY BEFORE RESPONDING.

PART A: General Information

1. WHAT IS YOUR NAME, ADDRESS, AND PHONE NUMBER? 1-3

Your name is requested in case members of the project staff have any questions about your responses and in case we wish to ask your views at some later time.

Name:____

Address:______________________________________

____

Telephone Number:______________________________

2. WHAT IS THE NAME OF YOUR COMPANY? 4-5

Company Name:__________________________________

3. WHAT IS THE NAME OF YOUR UNION AND WHAT IS YOUR LOCAL UNION NUMBER? 6-8

Union Name:____________________________________

Local Number:__________________________________

4. HOW LONG HAVE YOU BEEN EMPLOYED IN THIS COMPANY ON A CONTINUOUS BASIS?
(If less than one (1) year, please check the box and indicate the number of months. If one year or more, please write in the number of years.)

☐ Less than one (1) year (Number of months______) 9-10

☐ Year(s) (to the closest year) 11-12

5. HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION IN THIS COMPANY?
(If less than one (1) year, please check the box and indicate the number of months. If one year or more, please write in the number of years.)

☐ Less than one (1) year (Number of months_______) 1/13-14

☐ Year(s) (to the closest year) 15-16

6. HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?
(Please check one box for each type)

	Very Useful	Somewhat Useful	Not very Useful	Useless	Does not Apply	
High school education	☐	☐	☐	☐	☐	17
Previous job experience	☐	☐	☐	☐	☐	18
Vocational education or training since high school	☐	☐	☐	☐	☐	19
Academic or professional education since high school	☐	☐	☐	☐	☐	20

The next questions are about tuition-aid plans. A tuition-aid plan provides payment for all or part of the education and training pursued by individual workers at their own choice. This may include: tuition reimbursement, tuition advancement, educational leave of absence (paid or unpaid), or training fund plans.

7. ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION-AID PLAN WHERE YOU WORK? (Please check one box) 1/21

Yes, very familiar ☐

Yes, somewhat familiar ☐

No, not familiar ☐

If you responded No, not familiar, please answer Question 9 and then go to PART B on page 6.

8. IF YOU ANSWERED YES TO QUESTION 7, DO YOU KNOW WHO SPONSORS THE PROGRAM? (Please check one box) 22

☐ Negotiated as part of company/union contract

☐ Company sponsored

☐ Union sponsored

9. IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU? 23-24
(Please check one box under tuition-aid plan and one box under education and training

Tuition-Aid Plan	Education & Training
Yes ☐	Yes ☐
No ☐	No ☐

10. ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN? (Please check one box) 25

Yes ☐

No ☐

Don't know ☐

11. DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN? (Please check one box) 1/26

Yes ☐

No ☐

12. WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS? (Please check one box for each office or individual.)

	Yes	No	Don't know	
Employee's immediate supervisor	☐	☐	☐	27
Supervisor of education & training	☐	☐	☐	28
Personnel department	☐	☐	☐	29
Joint or union education committee	☐	☐	☐	30
The educational institution offering the course	☐	☐	☐	31
Other company or union representative	☐	☐	☐	32

13. THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU? (If a reason does act as a problem for you, please check Yes. If it doesn't or if you have not thought about it, please check No.)

	Yes, it is a problem	No, it is not a problem	
Too much red tape in applying for and getting approval for education or training	☐	☐	33
Education programs I want to take are not covered under the tuition-aid plan	☐	☐	34

	Yes, it is a problem	No, it is not a problem	
Educational institutions I want to go to are not covered under the plan	☐	☐	1/35
I do not have adequate information about the tuition-aid plan	☐	☐	36
Not enough of the costs are covered under the plan	☐	☐	37
I am not able to pay in advance, even though I will be reimbursed	☐	☐	38
I am not willing to pay in advance	☐	☐	39

Other (please specify)____ 40

____

PART B: Participation in Education and Training

For this study, we are interested in your participation in education or training that is at your own choice. Courses or programs that are required by your company should not be considered. A course which you voluntarily take at your own choice; (for example, in community relations, offered at YMCA, through your union, or at community college); should be considered Any degree program should also be considered.

14. HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE LAST TWO (2) YEARS? 1/41-42
(Please check one box under education program and one box under training program.)

Education Program	Training Program
Yes ☐	Yes ☐
No ☐	No ☐

If you responded No to both categories, please go to PART C on page 10 .

15. HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX(6) MONTHS? 43-44

Education Program	Training Program
Yes ☐	Yes ☐
No ☐	No ☐

16. WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM? (Please check one box for each possible reason for participating.)

	Yes	No	
a. To get a degree, diploma, or certificate	☐	☐	1/45
b. To upgrade skills for present job	☐	☐	46
c. For a different job	☐	☐	47
d. For career advancement	☐	☐	48
e. For better wages	☐	☐	49
f. To prepare for retirement	☐	☐	50
g. For leisure time pursuits	☐	☐	51
h. For general knowledge	☐	☐	52
i. For parenting skills	☐	☐	53
j. For religious pursuits	☐	☐	54
k. To be a better union member	☐	☐	55
l. Other (please specify)________________________________			56

____

17. PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW. 57-59

☐ 1st Choice ☐ 2nd Choice ☐ 3rd Choice

18. IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.
(Please check one box for each type of school you attended.)

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	
Private vocational/technical or business school	☐	☐	☐	☐	1/60
Public vocational, technical, or business school	☐	☐	☐	☐	61
4-year college/university	☐	☐	☐	☐	62
Community college	☐	☐	☐	☐	63
Company/union run schools or courses	☐	☐	☐	☐	64
High school	☐	☐	☐	☐	65
Registered apprenticeship	☐	☐	☐	☐	66
Correspondence school	☐	☐	☐	☐	67
Community or social organization such as YMCA or church	☐	☐	☐	☐	68

19. PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED. (Please check one box for each category.)

	Yes	No	
You (self-paid)	☐	☐	1/69
Union	☐	☐	70
Company -- under tuition-aid plan	☐	☐	71
Company -- not under tuition-aid plan	☐	☐	72
Government (veteran's benefits, federal loan or grant)	☐	☐	73

20. IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING? 74

☐ Less than one (1) week

☐ 1 week

☐ 2 weeks

☐ 3 weeks

☐ 4 or more weeks

PART C: Educational Opportunities

21. PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING. (Please check one box for eac h item.)

	Not Important	Important	
To complete an educational program for a diploma, certificate, or degree	☐	☐	1/75
To meet new people	☐	☐	76
To become a more well-rounded person	☐	☐	77
For social skills	☐	☐	78
To improve job performance	☐	☐	79
To learn skills for hobbies	☐	☐	80/1
To be a better union member	☐	☐	2/6
To improve my ability to read, write, speak, and do math	☐	☐	7
To be a better parent	☐	☐	8
To get a promotion	☐	☐	9
To improve family life	☐	☐	10
To prepare for another job or career	☐	☐	11
To better understand community issues	☐	☐	12
To learn more (knowledge for the sake of knowledge)	☐	☐	13

	Not Important	Important	
To become a better worker	☐	☐	2/16
To prepare for retirement	☐	☐	15
Other (please specify)________________________			16

____

22. WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?
(Please check one box for each type of program Available.)

	Available			
	Yes	No	Don't know	
Private vocational, technical or business schools	☐	☐	☐	17
Public vocational, technical or business schools	☐	☐	☐	18
4-year college/university	☐	☐	☐	19
Community college	☐	☐	☐	20
High School	☐	☐	☐	21
Company-run schools or courses	☐	☐	☐	22
Union-run schools or courses	☐	☐	☐	23
On-the-job training	☐	☐	☐	24
Correspondence school	☐	☐	☐	25
Community or social organization such as YMCA or church	☐	☐	☐	26

23. AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?
(Please check one box for each program under Preference.)

	Preference		
	Yes	No	
Private vocational, technical or business schools	☐	☐	2/27
Public vocational, technical or business schools	☐	☐	28
4-year college/university	☐	☐	29
Community college	☐	☐	30
High school	☐	☐	31
Company-run schools or courses	☐	☐	32
Union-run schools or courses	☐	☐	33
On-the-job training	☐	☐	34
Correspondence school	☐	☐	35
Community or social organization such as YMCA or church	☐	☐	36

24. IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?
(Please check one box for each location under Available.)

	Available			
	Yes	No	Don't know	
Work site	☐	☐	☐	37
Union hall	☐	☐	☐	38
Education institution	☐	☐	☐	39
Community organization (YMCA, church, etc.)	☐	☐	☐	40

	Available			
	Yes	No	Don't know	
Library	☐	☐	☐	2/41
At my place of residence	☐	☐	☐	42

25. AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?
(Please check one box for each location under Preference.)

	Preference		
	Yes	No	
Work site	☐	☐	43
Union hall	☐	☐	44
Education institution	☐	☐	45
Community organization (YMCA, church, etc.)	☐	☐	46
Library	☐	☐	47
At my place of residence	☐	☐	48

26. WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE? (Please check one box for each type of method under Available.)

	Available			
	Yes	No	Don't know	
Lectures or classes	☐	☐	☐	49
Workshops or conferences	☐	☐	☐	50
Correspondence courses	☐	☐	☐	51
Television or video cassettes	☐	☐	☐	52
Radio, records, or audio cassettes	☐	☐	☐	53
Informal discussion groups	☐	☐	☐	54

	Available			
	Yes	No	Don't know	
Private individual instruction	☐	☐	☐	2/55
On-the-job training	☐	☐	☐	56
Computer-assisted instruction	☐	☐	☐	57
On my own	☐	☐	☐	58

27. AVAILABLE OR NOT WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING? (Please check one box for each method under Preference.)

	Preference		
	Yes	No	
Lectures or classes	☐	☐	59
Workshops or conferences	☐	☐	60
Correspondence courses	☐	☐	61
Television or video cassettes	☐	☐	62
Radio, records, or audio cassettes	☐	☐	63
Informal discussion groups	☐	☐	64
Private individual instruction	☐	☐	65
On-the-job training	☐	☐	66
Computer-assisted instruction	☐	☐	67
On my own	☐	☐	68

28. IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN? (Please check all boxes that apply.)

Fellow workers	☐	69
Supervisory or company administrative personnel	☐	70

Family members	☐	71
Anyone interested in the program	☐	72
No preference	☐	73

29. IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU. (Please check all boxes that apply.)

People who are my own age	☐	74
People who are younger than I am	☐	75
People who are older than I am	☐	76
Any age group - age does not matter	☐	77/2

PART D: Information and Advice

30. HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU? (Please check all boxes that apply under tuition-aid plan and all boxes that apply under education and training.)

		Tuition-aid Plan	Education & Training	
a.	Employee handbook	☐	☐	3/6-7
b.	Handouts to employees	☐	☐	8-9
c.	Mailings to home	☐	☐	10-11
d.	Bulletin board notices	☐	☐	12-13
e.	In company newspapers or newsletters	☐	☐	14-15
f.	In union newspaper	☐	☐	16-17
g.	At union meetings	☐	☐	18-19
h.	At company meetings	☐	☐	20-21
i.	From counselor or adviser	☐	☐	22-23
j.	From co-workers	☐	☐	24-25
k.	From supervisors	☐	☐	26-27
l.	From union representatives	☐	☐	28-29
m.	Education catalogues or notices	☐	☐	30-31

31. OF THE METHODS LISTED IN QUESTION 30 ABOVE, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.
(Please put the letter corresponding to the method in the box. Example: for "employee handbook" use "a"; for "at union meetings" use "h", etc.)

1. ☐ 32
2. ☐ 33
3. ☐ 34

32. IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION-AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?
(Please check all that apply.)

Co-workers ☐ 3/35

Supervisor ☐ 36

Union representative ☐ 37

Company representative ☐ 38

Other (please specify) ________________________ 39

____

33. IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS? (Please check one box under company and one box under union.) 40-41

Company		Union	
Yes	☐	Yes	☐
No	☐	No	☐
Don't know	☐	Don't know	☐

If you responded either No or Don't know to both categories, go to Question 37 on page 18.

34. IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING? 42

Yes ☐

No ☐

If your answer is No, please go to Question 37 on page 18.

35. IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING? 3/43

Yes ☐

No ☐

36. IF YOU HAVE SEEN A COUNSELOR OR ADIVSOR, WAS IT USEFUL OF HELPFUL? 44

Yes, very useful ☐

Somewhat useful ☐

No, not useful ☐

37. IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM? 45

Yes, definitely ☐

Maybe ☐

No ☐

PART E: Incentives

38. DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING? 3/46

Yes ☐

No ☐

Don't know ☐

39. DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION-AID BENEFITS? 47

Yes ☐

No ☐

Don't know ☐

40. DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING 48

Yes ☐

No ☐

Don't know ☐

41. DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION-AID BENEFITS? 49

Yes ☐

No ☐

Don't know ☐

42. HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION-AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING? (Please check one box in each category under tuition-aid benefits and one box in each category under education and training.)

	Tuition-Aid Benefit		Education or Training		
	Yes	No	Yes	No	
Supervisor	☐	☐	☐	☐	3/50-51
Fellow workers	☐	☐	☐	☐	52-53
Shop steward(s)	☐	☐	☐	☐	54-55
Union leaders	☐	☐	☐	☐	56-57
Friends outside of work	☐	☐	☐	☐	58-59
Other (please specify)________________			________________		60-61
________________			________________		62-63

43. DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION-AID BENEFITS? (Please check one box for each type of incentive.)

	Yes	No	
Letter of commendation	☐	☐	64
Special events held honoring students	☐	☐	65
Financial bonus	☐	☐	66
Consideration in career development reviews	☐	☐	67
Wage increase	☐	☐	68

	Yes	No	
Publicity for participating	☐	☐	69
Additional job responsibilities	☐	☐	70
Promotion or new job	☐	☐	71

Other (please specify)________________________________ 72

____

PART F: Factors affecting participation

44. THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU. (If a reason does act as a problem for for you, please check Yes, if it doesn't, or if you have not thought about it, please check No.)

A. Education and Training Programs

	Yes, it is a problem	No, it is not a problem	
The education or training programs I want to take are not offered	☐	☐	3/73
Scheduling of education offerings are not convenient for me	☐	☐	74
Programs are held far away for me	☐	☐	75
I do not have transportation to get to programs	☐	☐	76
Programs held in the evening are unsafe for me to go to	☐	☐	77

B. Information and Advice

I don't have adequate information about courses that are available	☐	☐	78
I do not have adequate information about what educational institutions are available	☐	☐	79
I do not have adequate advice or counseling about available courses and whether I am qualified to take them	☐	☐	80/3

	Yes, it is a problem	No, it is not a problem	
I do not have adequate advice or counseling about available educational institutions	☐	☐	4/6
I do not have adequate advice or counseling about my career opportunities	☐	☐	7

C. Personal and Family

	Yes, it is a problem	No, it is not a problem	
I don't want to take courses on my own time	☐	☐	8
I cannot afford child care or make arrangements for child care	☐	☐	9
I don't think I could pass the course	☐	☐	10
I don't have enough free time because of family responsibilities	☐	☐	11
My work is too hard and I am too tired to take courses	☐	☐	12
My work schedule can not be rearranged to take time off to attend an educational program	☐	☐	13

	Yes, it is a problem	No, it is not a problem	
Educational programs would take too long for me to complete	☐	☐	4/14
My spouse (wife or husband) doesn't want me to	☐	☐	15
My children don't want me to	☐	☐	16

D. General

I don't think I would get promoted or get a better job even if I took some education	☐	☐	17
Favoritism in who gets approval	☐	☐	18
If I take a course, my company may think I lack a skill	☐	☐	19

E. Other Problems

If there are other things that act as problems for you, please list them below.

1. ______________________________ 20
2. ______________________________ 21
3. ______________________________ 22

45. DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING? 4/23

Yes, definitely ☐

Yes, probably ☐

No ☐

46. DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING? 24

Yes, definitely ☐

Yes, probably ☐

No ☐

47. DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS? 25

Yes, definitely ☐

Yes, probably ☐

No ☐

48. DO YOU THINK YOU WILL USE YOUR TUITION-AID BENEFITS IN THE NEXT (2) YEARS? 26

Yes, definitely ☐

Yes, probably ☐

No ☐

PART G: Background Information

49. WHAT IS YOUR SEX? 4/27

Male ☐ Female ☐

59. HOW OLD ARE YOU? 28

Under 25 ☐

25 - 34 ☐

35 - 44 ☐

45 - 54 ☐

55 and over ☐

51. WHAT IS YOUR RACIAL BACKGROUND? 29

Black ☐

White ☐

American Indian or Alskan Native ☐ 30

Asian or Pacific Islander ☐

52. IS YOUR ETHNIC HERITAGE HISPANIC? 31

Yes ☐

No ☐

53. WHAT IS YOUR CURRENT MARITAL STATUS?		4/32
Single, never married	☐	
Married (not separated)	☐	
Married (separated)	☐	
Widowed	☐	
Divorced	☐	

54. HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU? (please write the number in the boxes.) 33-34

☐ Children

☐ Others (please specify) ______________________
____

55. IN WHAT WAS YOUR LAST CHILD BORN? (Please write in year.) 35-36

19____

56. WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?		37
Some high school or less	☐	
High school diploma or GED	☐	
Some college, but no associate or bachelor's degree	☐	
Associate degree	☐	
Bachelor's degree or higher	☐	

57. IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION? (Please write in year.) 4/38-39

19 _____

58. DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE? 40

Yes ☐

No ☐

59. WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE? 41

Rural or farm community ☐

Small town or village (less than 50,000 people ☐

Medium-sized city or its suburbs (50,000 - 25,000 people) ☐

Fairly large city or its suburbs (250,000 - 500,000 people) ☐

Very large city or its suburbs (over 500,000 people) ☐

60. WHAT IS YOUR CURRENT OCCUPATION? (Please provide the title and a brief description of your duties.) (For example: machine operator: "I operate a punch press in a metal shop".) 4/42-44

Title: ____________________________________

Duties: ____________________________________

____

____

____

61. WHAT INDUSTRY DO YOU WORK IN? (For example: construction, manufacturing, or state government.) 45-47

Name of industry: ______________________________

62. WHAT SHIFT DO YOU USUALLY WORK? 48

Day ☐

Evening ☐

Night ☐

Split ☐

63. ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB? 49

1 - 19	20 - 29	30 - 39	40 - 49	50 - 59	60 or more
☐	☐	☐	☐	☐	☐

64. WHAT IS YOUR PAY CATEGORY? 50

Hourly ☐

Salaried, but paid for overtime ☐

Salaried, not paid for overtime ☐

65. WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES, DURING 1978? (If you have been in this job for less than one year, please report your income last year before taxes.) 4/51

Less than $7,499	☐
7,500 - $9,999	☐
$10,000 - $12,499	☐
$12,500 - $14,999	☐
$15,000 - $17,499	☐
$17,500 - $19,999	☐
$20,000 - $22,499	☐
$22,500 or more	☐

THANKS VERY MUCH FOR YOUR HELP.

If you have any questions, please feel free to call or write us at:

Worker Education and Training Policies Project
National Manpower Institute
1211 Connecticut Avenue, N.W.
Washington, D.C. 20036

(202) 466-2450

*****

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The National Manpower Institute is being assisted in the study by Dr. Herbert Levine, Senior Study Consultant and Director of the Labor Education Center at Rutgers University and by a National Advisory Committee of representatives from unions, employers and educators.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE FIRST SURVEY ADMINISTRATION

MODEL I (California)

PART A: GENERAL INFORMATION

TABLE 1: HOW LONG HAVE YOU BEEN EMPLOYED IN THIS COMPANY ON A CONTINUOUS BASIS?

A. Less than one (1) year (Number of months_________)

Month	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1.	2	2.0	13.3	13.3
3.	4	4.0	26.7	40.0
4.	2	2.0	13.3	53.3
6.	1	1.0	6.7	60.0
7.	1	1.0	6.7	66.7
8.	1	1.0	6.7	73.3
10.	4	4.0	26.7	100.0
0.*	85	85.0	Missing	100.0
Total	100	100.0	100.0	

B. Year(s) (to the closest year)

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1.	13	13.0	15.1	15.1
2.	25	25.0	29.1	44.2
3.	6	6.0	7.0	51.2
5.	3	3.0	3.5	54.7
6.	1	1.0	1.2	55.8
7.	2	2.0	2.3	58.1
8.	4	4.0	4.7	62.8
9.	3	3.0	3.5	66.3
10.	2	2.0	2.3	68.6
11.	5	5.0	5.8	74.4
12.	2	2.0	2.3	76.7
13.	4	4.0	4.7	81.4
14.	4	4.0	4.7	86.0
15.	2	2.0	2.3	88.4
20.	2	2.0	2.3	90.7
21.	2	2.0	2.3	93.0
23.	3	3.0	3.5	96.5
29.	2	2.0	2.3	98.8
32.	1	1.0	1.2	100.0
0.*	14	14.0	Missing	100.0
Total	100	100.0	100.0	

* Zero for Table 1A represent the 85 workers who have been employed for one or more years.
As for Table 1B represent the 14 workers who have been employed for less than one year.

Notes on Tables 1 and 2:

These tables are, for the most part, self-explanatory. Frequency types illustrated by the following example relating to the second line in Table 1.

Month/Absolute frequency -- Of the 100 respondents, four have been employed for three months.

Relative frequency -- Four percent of the total sample (100 employees) have been employed for three months.

Adjusted frequency -- 26.7% of respondents who have worked for the company less than one year (total 15 employees) have been with the company for three months.

Cumulative frequency -- 40.0% of the respondents who have worked for the company less than one year have been with the company for three months or less.

Fifteen percent of the 100 respondents were employed with the company less than one year and the remaining 85% were employed for a year or longer. Fifty-two percent of the employees surveyed had been with the company for two years or less.

TABLE 2: HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION IN THIS COMPANY?

A. Less than one (1) year (Number of months________)

Month	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1.	4	4.0	9.5	9.5
2.	2	2.0	4.8	14.3
3.	9	9.0	21.4	35.7
4.	4	4.0	9.5	45.2
5.	3	3.0	7.1	52.4
6.	3	3.0	7.1	59.5
7.	7	7.0	16.7	76.2
8.	2	2.0	4.8	81.0
9.	1	1.0	2.4	83.3
10.	5	5.0	11.9	95.2
11.	2	2.0	4.8	100.0
0.**	58	58.0	Missing	100.0
Total	100	100.0	100.0	

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*~~As~~ Zero for Table 2A represent the 58 workers who have held their current job for one or more years.

B. Year(s) (to the closest year)

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1.	16	16.0	29.1	29.1
2.	16	16.0	29.1	58.2
3.	9	9.0	16.4	74.5
4.	2	2.0	3.6	78.2
9.	2	2.0	3.6	81.8
10.	1	1.0	1.8	83.6
13.	1	1.0	1.8	85.5
15.	1	1.0	1.8	87.3
18.	1	1.0	1.8	89.1
19.	1	1.0	1.8	90.9
20.	1	1.0	1.8	92.7
21.	1	1.0	1.8	94.5
22.	1	1.0	1.8	96.4
23.	1	1.0	1.8	98.2
29.	1	1.0	1.8	100.0
0**	45	45.0	Missing	100.0
Total	100	100.0	100.0	

Forty-two percent of the respondents have held their current job in the company for less than one year. Only 26% of the surveyed employees have been in the same job for three years or longer.

TABLE 3: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?

	Very Useful	Somewhat Useful	Not very Useful	Useless	Does not Apply	N
a. High school education	43.9	42.9	5.1	5.1	3.1	98
b. Previous job experience	34.4	28.1	11.5	7.3	18.8	96
c. Vocational education or training since high school	36.2	19.1	6.4	6.4	31.9	94
d. Academic or professional education since high school	19.6	26.1	8.7	6.5	39.1	92

Most workers find their education or previous job experience very useful/somewhat useful for their current job.

** As for Table 2B represent the 45 workers who have held their current less than a year.

TABLE 4: ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION-AID PLAN WHERE YOU WORK?

1. Yes, very familiar	14.0%
2. Yes, somewhat familiar	45.0%
3. No, not familiar	41.0%
	(N=100)

Forty-one percent of the workers surveyed indicated that they were not familiar with the tuition-aid plan. Although 59% had some degree of awareness regarding the plan, only 14% considered themselves very familiar with the plan.

TABLE 5: IF YOU ANSWERED YES TO QUESTION 7, DO YOU KNOW WHO SPONSORS THE PROGRAM? *

1. Negotiated as part of company/union contract	21.1%
2. Company sponsored	78.9%
3. Union sponsored	00.0%
	(N=57)

About four out of five respondents knew that the plan is a company-sponsored program. The remainder thought that the plan is negotiated between the company and the union. No workers attributed the sponsorship of the plan to the union.

TABLE 6: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

Tuition-Aid Plan		Education & Training	
Yes	20.0%	Yes	32.3%
No	80.0%	No	67.7%
	(N=95)		(N=96)

One in five respondents reported receiving information on the plan during the six months prior to the survey. The percentage of workers reporting receiving information on available education and training during the same period was somewhat higher; one in three workers indicated that they had received such information.

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* Only respondents who indicated familiarity with the tuition-aid plan were required to answer survey ques. 8 & 10-13. Responses to these ques. are shown in Table 5 & 7-10. This accounts for "N" in these tables being a much smaller number than the total survey population (100 workers).

TABLE 7: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

1. Yes	35.5%
2. No	6.6%
3. Don't know	57.9%
	(N=76)

A majority of the workers (57.9%) responding to this question did not know whether they were eligible to take a course under the plan. Thirty-five and one half percent (35.5%) felt that they were eligible to participate under the plan.

TABLE 8: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

1. Yes	39.9%
2. No	69.1%
	(N=68)

More than two out of three respondents (69.1%) indicated that they did not know how to request approval for a course under the plan.

TABLE 9: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS?

	Yes	No	Don't know	N
a. Employee's immediate supervisor	52.4	14.3	33.3	63
b. Supervisor of education & training	25.9	22.4	51.7	58
c. Personnel department	33.3	20.0	46.7	60
d. Joint or union education committee	14.0	35.1	50.9	57
e. The educational institution offering the course	20.7	34.5	44.8	58
f. Other company or union representative	5.3	47.4	47.4	57

Over half of the respondents felt that the approval of the immediate supervisor is necessary to take a course. Thirty three point three percent (33.3%) felt that personnel department approval is needed. The large number of "Don't know" responses indicates a lack of understanding on the part of the employees, regarding application procedures.

TABLE 10: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes, it is a problem	No, it is not a problem	N
a. Too much red tape in applying for and getting approval for education or training	24.6	75.4	61
b. Education programs I want to take are not covered under the tuition-aid plan	12.5	87.5	56
c. Educational institutions I want to go to are not covered under the plan	17.5	82.5	57
d. I do not have adequate information about the tuition-aid plan	65.6	34.4	64
e. Not enough of the costs are covered under the plan	31.6	68.4	57
f. I am not able to pay in advance, even though I will be reimbursed	41.7	58.3	60
g. I am not willing to pay in advance	21.4	78.6	56

Lack of information was the single most commonly reported problem among respondents (65.6%). Other factors also reported as significant are problems with red tape in the application process (24.6%) and problems with financing education (21.4%-41.7% depending on the specific question). Inability to pay educational expenses in advance was cited by 41.7% of the respondents as a problem.

PART B: PARTICIPATION IN EDUCATION AND TRAINING

TABLE 11: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE LAST TWO (2) YEARS?

Education Program		Training Program	
1. Yes	40.4%	1. Yes	26.4%
2. No	59.6%	2. No	73.6%
	(N=94)		(N=91)

Over 40% of the respondents said that they had participated in a voluntary education program during the two years prior to the survey. Although reported participation in voluntary training was lower, still 26.4% indicated that they had participated in training activities within this time period.

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX (6) MONTHS?

Education Program		Training Program	
1. Yes	41.8%	1. Yes	40.0%
2. No	58.2%	2. No	60.0%
	(N=55)		(N=50)

As noted from Table 12, over 41% of the respondents said that they had participated in a voluntary education program in the six months prior to the survey. Participation in voluntary training during this period was about the same at 40%.

TABLE 13: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM?

Reason	Yes	No	N
a. To get a degree, diploma, or certificate	76.6	23.4	47
b. To upgrade skills for present job	52.0	48.0	50
c. For a different job	52.0	48.0	50
d. For career advancement	82.0	18.0	50
e. For better wages	68.0	32.0	50
f. To prepare for retirement	24.5	75.5	49
g. For leisure time pursuits	27.1	72.9	48
h. For general knowledge	90.2	9.8	51
i. For parenting skills	28.6	71.4	49
j. For religious pursuits	14.6	85.4	48
k. To be a better union member	9.1	90.9	44

Respondents to this question indicated that they participated in voluntary education or training to (in close order):

- increase their general knowledge;
- advance in their careers;
- get a degree, diploma or certificate; and
- qualify for higher wages

Reasons for participation cited least frequently were:

- to be a better union member
- for religious pursuits
- to prepare for retirement
- for leisure time pursuits

TABLE 14: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW.

	1st Choice	2nd Choice	3rd Choice
a. To get a degree, diploma or certificate	31.7	16.7	17.9
b. To upgrade skills for present job	12.2	9.5	7.7
c. For a different job	2.4	4.8	15.4
d. For career advancement	31.7	23.8	10.2
e. For better wages	4.9	11.9	25.6
f. To prepare for retirement	0.0	2.4	0.0
g. For leisure time pursuits	4.9	4.8	0.0
h. For general knowledge	9.8	23.8	20.5
i. For parenting skills	0.0	2.4	0.0
j. For religious pursuits	2.4	0.0	2.5
k. To be a better union member	0.0	0.0	0.0
l. Other (please specify)	0.0	0.0	0.0

Reasons for participation most frequently indicated by respondents to this questionnaire:

1st Choice - To get a degree, diploma or certificate and for career advancement.

2nd Choice - For career advancement and for general knowledge.

3rd Choice - For better wages and for general knowledge

Reasons least frequently indicated overall were: to be a better union member, to prepare for retirement, for parenting skills and for religious pursuits.

TABLE 15: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
a. Private vocational/technical or business school	25.0	58.3	16.7	00.0	12
b. Public vocational/technical or business school	50.0	37.5	12.5	00.0	8
c. 4-year college/university	36.4	45.5	18.2	00.0	11
d. Community college	36.7	60.0	3.3	00.0	30
e. Company/union run schools or courses	25.0	65.0	10.0	00.0	20
f. High school	17.2	72.4	10.3	00.0	29
g. Registered apprenticeship	66.7	00.0	33.3	00.0	3
h. Correspondence school	11.1	55.6	33.3	00.0	9
i. Community or social organization such as YMCA or church	45.5	45.5	9.1	00.0	11

Respondents reported general satisfaction with most education and training they had received. The most used sources of education and training were community colleges (30 respondents), high school programs (29 respondents) and company/union run schools or courses (20 respondents).

TABLE 16: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	Yes	No	N
a. You	76.6	23.4	47
b. Union	100.0	00.0	35
c. Company -- under tuition-aid plan	13.9	86.1	36
d. Company -- not under tuition-aid plan	37.5	62.5	40
e. Government (veteran's benefits, federal loan/grant)	30.6	69.4	36

For those workers responding, the most common sources of financial assistance for education and training were reported to be the worker and the union. The least common source reportedly was the company, under the tuition-aid plan.

TABLE 17: IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

a. Less than one (1) week	8.3%
b. 1 week	25.0%
c. 2 weeks	41.7%
d. 3 weeks	8.3%
e. 4 or more weeks	16.7%
	(N=12)

For most workers who participated under the tuition-aid plan, it took two or less weeks to receive approval to take the education or training.

PART C: EDUCATIONAL OPPORTUNITIES

TABLE 18: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING

	Not Important	Important	N
a. To complete an educational program for a diploma, certificate, or degree	21.3	78.7	94
b. To meet new people	46.3	53.7	95
c. To become a more well-rounded person	14.6	85.4	96
d. For social skills	32.6	67.4	95
e. To improve job performance	13.5	86.5	96
f. To learn skills or hobbies	50.5	49.5	97
g. To be a better union member	81.9	18.1	94
h. To improve my ability to read, write, speak, and do math	21.9	78.1	96
i. To be a better parent	41.5	58.5	94
j. To get a promotion	21.3	78.7	94
k. To improve family life	26.0	74.0	96
l. To prepare for another job or career	18.6	81.4	97
m. To better understand community issues	32.3	67.7	96
n. To learn more (knowledge for the sake of knowledge)	9.2	90.8	98
o. To become a better worker	12.4	87.6	97
p. To prepare for retirement	36.8	63.2	95

The four most important uses of further education and training reported were: to learn more (knowledge for the sake of knowledge), to become a better worker, to improve job performance, and to become a more well-rounded person.

TABLE 19: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

	Available			
	Yes	No	Don't know	N
a. Private, vocational technical or business schools	68.0	00.0	32.0	97
b. Public vocational, technical or business schools	74.5	2.0	23.5	98
c. 4-year college/university	81.4	6.2	12.4	97
d. Community college	86.9	00.0	13.1	99
e. High school	88.7	2.1	9.3	97
f. Company-run schools or courses	49.5	11.3	39.2	97
g. Union-run schools or courses	9.3	24.7	66.0	97
h. On-the-job training	70.1	7.2	22.7	97
i. Correspondence school	50.1	5.1	44.4	99
j. Community or social organization such as YMCA or church	69.4	8.2	22.4	98

Respondents reported the most widely available education programs to be: high schools, community colleges, and four-year colleges and universities. Those reported to be least available were union and company-run schools or courses. Respondents reported that they did not know about the availability of: Courses, correspondence schools, and private, vocational technical or business schools.

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
a. Private vocational, technical or business schools	35.8	64.2	95
b. Public vocational, technical or business schools	61.7	38.3	94
c. 4-year college/university	69.1	30.9	94
d. Community college	81.1	18.9	95
e. High school	48.4	51.6	93
f. Company-run schools or courses	78.5	21.5	93
g. Union-run schools or courses	42.9	57.1	91
h. On-the-job training	90.3	9.7	93
i. Correspondence school	44.4	55.6	90
j. Community or social organization such as YMCA or church	45.7	54.3	92

The preferred educational programs identified by respondents were: on-the-job training, community colleges, and company-run schools or courses. The least preferred programs were private vocational, technical or business schools, union-run schools or courses, and correspondence schools.

TABLE 21: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
a. Work site	34.4	25.0	40.6	96
b. Union hall	7.2	15.5	77.3	97
c. Education institution	69.4	3.1	27.6	98
d. Community organization (YMCA, church, etc.)	46.9	2.1	51.0	96
e. Library	34.4	5.2	60.4	96
f. At my place of residence	22.3	56.4	21.3	94

The two places most frequently cited as providing educational programs were education institutions and community organizations. Those least frequently cited were the union hall and the employee's home. Respondents most frequently reported that they did not know about the availability of the union hall and libraries.

TABLE 22: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
a. Work site	72.6	27.4	95
b. Union hall	14.1	85.9	92
c. Education institution	85.9	14.1	99
d. Community organization (YMCA, church, etc.)	48.9	51.1	92
e. Library	62.4	37.6	93
f. At my place of residence	46.7	53.3	92

Education institutions and the work site are the two most preferred locations for educational programs. The union hall and the worker's home were the least preferred.

TABLE 23: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
a. Lectures or classes	60.2	7.1	32.7	98
b. Workshops or conferences	52.0	8.2	39.8	98
c. Correspondence courses	56.1	6.1	37.8	98
d. Television or video cassettes	62.9	11.3	25.8	97
e. Radio, records, or audio cassettes	44.3	13.4	42.3	97
f. Informal discussion groups	43.9	14.3	41.8	98
g. Private individual instruction	37.2	14.4	48.5	97
h. On-the-job training	77.8	6.1	16.2	99
i. Computer-assisted instruction	18.6	14.4	67.0	97
j. On my own	79.4	10.2	10.3	97

Learning on their own, on-the-job training, and TV and video cassettes were reported to be the three most available methods of learning. The least available methods were reported to be computer assisted instruction, private individual instruction, and informal discussion groups.

TABLE 24: AVAILABLE OR NOT WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	Preference		
	Yes	No	N
a. Lectures or classes	81.6	18.4	98
b. Workshops or conferences	84.7	15.3	98
c. Correspondence courses	39.6	60.4	96
d. Television or video cassettes	56.7	43.3	97
e. Radio, records, or audio cassettes	45.3	54.7	95
f. Informal discussion groups	75.5	24.5	98
g. Private individual instruction	66.0	34.0	97
h. On-the-job training	97.0	3.0	99
i. Computer-assisted instruction	40.0	60.0	95
j. On my own	74.2	25.8	97

On-the-job training, followed by workshops or conferences, followed by lectures or classes were reported to be the preferred methods of learning for more than 80% of the workers. Those least preferred were correspondence courses, computer assisted instruction and radio, records or audio cassettes.

TABLE 25: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	Yes	No Response	N
a. Fellow workers	59.0	41.0	100
b. Supervisory or company administrative personnel	37.0	63.0	100
c. Family members	26.0	74.0	100
d. Anyone interested in the program	74.0	26.0	100
e. No preference	25.0	75.0	100

About 3/4 of the workers indicated that they are willing to participate in an education or training program with anyone interested in the program.

TABLE 26: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU?

	Yes	No Response	N
a. People who are my own age	29.0	71.0	100
b. People who are younger than I am	10.0	90.0	100
c. People who are older than I am	15.0	85.0	100
d. Any age group - age does not matter	82.0	18.0	100

The vast majority (82%) of workers indicated that age was unimportant in their preferences for fellow learners.

PART D: INFORMATION AND ADVICE

TABLE 27: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

Methods	Tuition-aid Plan	Education & Training
a. Employee handbook	23.0	22.0
b. Handouts to employees	9.0	16.0
c. Mailings to home	10.0	21.0
d. Bulletin board notices	17.0	14.0
e. In company newspapers or newsletters	20.0	25.0
f. In union newspaper	3.0	6.0
g. At union meetings	1.0	2.0
h. At company meetings	4.0	4.0
i. From counselor or adviser	6.0	5.0
j. From co-workers	22.0	20.0
k. From supervisors	25.0	23.0
l. From union representatives	2.0	2.0
m. Education catalogues or notices	14.0	12.0

The sources of information most commonly cited by respondents were supervisors, the employee handbook, co-workers and company newspaper or newsletters. The least frequently cited information sources were union representatives, union meetings or the union newspaper, company meetings, and counselors/advisors.

Relative to both the TA plan and education and training, a maximum of 25 employees (one quarter the total number surveyed) reported receiving information through any one source.

TABLE 28: OF THE METHODS LISTED BELOW, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.

Methods	1st Choice	2nd Choice	3rd Choice	Totals
a. Employee handbook	19.7	7.2	11.3	38.2
b. Handouts to employees	2.8	4.3	6.4	13.5
c. Mailings to home	25.4	20.3	1.6	47.3
d. Bulletin board notices	1.4	14.5	9.7	25.6
e. In company newspapers or newsletters	11.3	14.5	14.5	40.3
f. In union newspaper	0.0	1.5	6.4	7.9
g. At union meetings	0.0	1.5	1.6	3.1
h. At company meetings	1.4	4.3	4.8	10.5
i. From counselor or adviser	5.6	4.3	1.6	11.5
j. From co-workers	4.2	7.2	9.7	21.1
k. From supervisors	21.1	16.0	11.3	48.4
l. From union representatives	0.0	0.0	1.6	1.6
m. Education catalogues or notices	7.0	4.3	19.4	30.7
	(N=71)	(N=69)	(N=62)	

Of the choices offered, mailings to home was the only method identified by a majority of respondents as being helpful. It was followed by supervisors and company newspapers or newsletters. The methods least frequently identified as helpful were union representatives, union meetings and the union newspaper.

TABLE 29: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION-AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	Yes	No & No Response	N
1. Co-workers	12.1	87.9	100
2. Supervisor	69.7	30.3	100
3. Union representative	12.1	87.9	100
4. Company representative	47.5	52.5	100

Respondents most frequently cited supervisors (69.7%) and company representatives (47.5%) as preferred sources of information on tuition-aid. Co-workers and union representatives were much less frequently identified as preferred sources (12.1% each).

TABLE 30: IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS? *

Company		Union	
1. Yes	31.6%	1. Yes	13.7%
2. No	5.1%	2. No	7.4%
3. Don't know	63.3%	3. Don't know	78.9%
	(N=98)		(N=95)

About one-third of the respondents indicated that there is a designated person in the company who can provide advice/information on education and careers. About one out of seven respondents reported that their union has designated such an individual. A majority of the respondents do not know whether there are company or union representatives who are designated to provide this type of assistance.

TABLE 31: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

1. Yes	31.4%
2. No	68.6%
	(N=27)

A majority of the workers responding to this question indicated that they had not seen this individual in the two years prior to the survey.

TABLE 32: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

1. Yes	37.0%
2. No	63.0%
	(N=27)

Of the 27 respondents to this question, slightly more than one-third had consulted this individual for help in education or career planning within the six months prior to the survey.

*Only respondents who indicated knowledge of such a designated individual in Table 30 and consultation of that individual in Table 31 were requested to answer survey questions 35 & 36. Responses to these questions are shown in Tables 31-33. This accounts for "N" in these tables being a much smaller number than the total surveyed population (100 workers).

TABLE 33: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

1. Yes, very useful	20.0%
2. Somewhat useful	33.3%
3. No, not useful	46.7%
	(N=15)

Of the fifteen respondents who indicated that they had seen a counselor or advisor, eight reported the meeting as "somewhat" or "very"useful. Seven found the meeting not to be useful.

TABLE 34: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

1. Yes, definitely	68.4%
2. Maybe	28.6%
3. No	3.1%
	(N=98)

A majority (68.4%) of the respondents indicated that they would consult with counselors/advisors if they were available, regarding education or career plans.

PART E: INCENTIVES

TABLE 35: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING?

1. Yes	57.6%
2. No	22.2%
3. Don't know	20.2%
	(N=99)

A majority (57.6%) of the respondents felt that the company does encourage employees to seek additional education or training. About one worker in five felt that the company does not so encourage its employees, and another one in five doesn't know.

TABLE 36: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION-AID BENEFITS?

1. Yes	25.3%
2. No	25.3%
3. Don't know	49.4%
	(N=99)

About one in four employees surveyed felt that the company encourages employees to use tuition-aid. An equal number (one in four) felt that the company does not encourage employees to use the benefit. Nearly half of the employees surveyed didn't know whether the company encourages the use of the benefit.

TABLE 37: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING?

1. Yes	14.1%
2. No	19.2%
3. Don't know	66.7%
	(N=99)

About one in seven surveyed workers felt that the union encourages members to seek additional education or training. One in five did not. Two-thirds of the respondents didn't know.

TABLE 38: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION-AID BENEFITS?

1. Yes	6.1%
2. No	17.2%
3. Don't know	76.8%
	(N-99)

Six point one percent (6.1%) of the workers surveyed felt that the union encourages its members to use tuition-aid. Over three-fourths of the respondents didn't know.

TABLE 39: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION-AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	Tuition-Aid Benefit			Education or Training		
	Yes	No	N	Yes	No	N
a. Supervisor	23.7%	76.3%	93	34.4%	65.6%	93
b. Fellow workers	21.1%	78.9%	95	27.2%	72.8%	92
c. Shop steward(s)	1.1%	98.9%	87	3.6%	96.4%	84
d. Union leaders	7.6%	92.4%	92	8.0%	92.0%	87
e. Friends outside of of work	29.7%	70.3%	91	46.7%	53.3%	90

Fewer than one in three workers reported receiving encouragement from any source to use tuition-aid. Of those who did receive encouragement, friends outside of work followed by supervisors and fellow workers were the most frequently mentioned sources. Shop stewards and union leaders were the least frequently mentioned. Regarding education and training generally, a higher proportion of the workers reported receiving some encouragement. Similarly, friends outside of work, supervisors and fellow workers were the most frequently cited sources of encouragement.

TABLE 40: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION-AID BENEFITS?

Incentive	Yes	No	N
a. Letter of commendation	82.1%	17.9%	95
b. Special events held honoring students	49.5%	50.5%	95
c. Financial bonus	89.6%	10.4%	96
d. Consideration in career development reviews	93.8%	6.2%	97
e. Wage increase	90.8%	9.2%	98
f. Publicity for participating	39.4%	60.6%	94
g. Additional job responsibilities	81.9%	18.1%	94
h. Promotion or new job	97.9%	2.1%	95

Respondents to this question indicated that the above incentives (with the exception of "publicity for participation" and "special events honoring students") could encourage employees to take additional education or training or to use tuition-aid benefits.

PART F: FACTORS AFFECTING PARTICIPATION

TABLE 41: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

a. Education & Training Programs	Yes, it is a problem	No, it is not a problem	N
• The education or training programs I want to take are not offered	15.5	84.5	97
• Scheduling of education offerings are not convenient for me	34.0	66.0	97
• Programs are held far from me	24.7	75.3	97
• I do not have transportation to get to programs	4.1	95.9	98
• Programs held in the evening are unsafe for me to go to	18.6	81.4	97
b. Information & Advice			
• I don't have adequate information about courses that are available	61.2	38.8	98
• I do not have adequate information about what education institutions are available	55.6	44.4	99
• I do not have adequate advice or counseling about available courses and whether I am qualified to take them	71.7	28.3	99
• I do not have adequate advice or counseling about available educational institutions	64.6	35.4	99
• I do not have adequate advice or counseling about my career opportunities	66.7	33.3	99
c. Personal & Family			
• I don't want to take courses on my own time	19.0	81.0	100
• I cannot afford child care or make arrangements for child care	6.1	93.9	99
• I don't think I could pass the course	6.0	94.0	100
• I don't have enough free time because of family responsibilities	27.1	72.9	96
• My work is too hard and I am too tired to take courses	8.2	91.8	97

	Yes, it is a problem	No, it is not a problem	N
• My work schedule can not be rearranged to take time off to attend an educational program	23.2	76.8	95
• Educational programs would take too long for me to complete	13.1	86.9	99
• My spouse (wife or husband) doesn't want me to	2.1	97.9	97
• My children don't want me to	1.1	98.9	94
d. General			
• I don't think I would get promoted or get a better job even if I took some education	25.5	74.5	98
• Favoritism in who gets approval	29.9	70.1	97
• If I take a course, my company may think I lack a skill	3.1	96.9	98

Overall, factors relating to information and advice were the most serious problems identified by the workers affecting their decisions about whether or not to participate in education or training. The second most important group of factors, and though much less prominent, pertained to the education and training programs available to employees.

A majority of workers indicated as problems (in rank order) inadequate counseling about available courses, inadequate counseling about career opportunities, inadequate counseling about available educational institutions, inadequate information about available courses, and inadequate information about educational institutions.

The next most frequently cited problem was the convenient scheduling of education offerings which was cited by about one in three respondents. "Favoritism in who gets approved" was mentioned as a problem by about 30% of the workers responding. Of the family and personal factors only one posed a problem for more than one in four respondents and that was inadequate free time because of family responsibilities.

TABLE 42: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

1. Yes, definitely	54.0%
2. Yes, probably	42.0%
3. No	4.0%
	(N=96)

A majority of the respondents indicated a definite desire to pursue education or training. Four percent indicated that they do not want further education or training.

TABLE 43: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

1. Yes, definitely	54.0%
2. Yes, probably	40.0%
3. No	6.0%
	(N=94)

A majority of the respondents indicated a definite need on their part for further education and training Six percent indicated that they do not feel this need.

TABLE 44: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS?

1. Yes, definitely	39.8%
2. Yes, probably	39.8%
3. No	20.4%
	(N=98)

Approximately 40% of the respondents indicated that they definitely intend to continue their education or training in the two years after the survey. An additional 40% indicated that they probably would. About one in five said that they did not intend to do so.

TABLE 45: DO YOU THINK YOU WILL USE YOUR TUITION-AID BENEFITS IN THE NEXT TWO (2) YEARS?

1. Yes, definitely	27.7%
2. Yes, probably	29.8%
3. No	42.6%
	(N=94)

About one in four respondents anticipated definitely using tuition-aid during the two years after the survey. An additional 30% indicated that they will likely make use of the benefits. Approximately 43% of the respondents did not intend to take advantage of tuition-aid during that time period.

PART G: BACKGROUND INFORMATION

TABLE 46: WHAT IS YOUR SEX?

1. Male	45.5%
2. Female	54.5%
	(N=99)

TABLE 47: HOW OLD ARE YOU?

1. Under 25	34.1%
2. 25-34	38.4%
3. 35-44	13.1%
4. 45-54	8.1%
5. 55 and over	6.1%
	(N=99)

About three-fourths of the workers surveyed were less than 35 years old.

TABLE 48: WHAT IS YOUR RACIAL BACKGROUND?

1. Black	14.3%
2. White	81.3%
3. American Indian/ Alaskan Native	2.2%
4. Asian or Pacific Islander	2.2%
	(N=91)

TABLE 49: IS YOUR ETHNIC HERITAGE HISPANIC?

1. Yes	26.1%
2. No	73.9%
	(N=88)

About 26% of the workers surveyed were of Hispanic ethnic heritage.

TABLE 50: WHAT IS YOUR CURRENT MARITAL STATUS?

1. Single, never married	21.4%
2. Married (not separated)	61.2%
3. Married (separated)	4.1%
4. Widowed	1.0%
5. Divorced	12.2%
	(N=98)

The majority of respondents were married. One in five was single. One in eight was divorced. About one in 25 was separated.

TABLE 51: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

# of Dependents	Children	Others
0	14 (24.6%)	16 (57.1%)
1	16 (28.1%)	11 (39.3%)
2	18 (31.6%)	1 (3.6%)
3	3 (5.3%)	0 (00.0%)
4	2 (8.8%)	0 (00.0%)
5+	1 (1.8%)	0 (00.0%)

TABLE 52: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1905.	1	1.0	1.8	1.8
1908.	1	1.0	1.8	3.5
1944.	1	1.0	1.8	5.3
1946.	1	1.0	1.8	7.0
1947.	1	1.0	1.8	8.8
1951.	1	1.0	1.8	10.5
1952.	1	1.0	1.8	12.3
1954.	1	1.0	1.8	14.0
1957.	1	1.0	1.8	15.8
1960.	2	2.0	3.5	19.3
1962.	4	4.0	7.0	26.3
1964.	1	1.0	1.8	28.1
1965.	1	1.0	1.8	29.8
1967.	4	4.0	7.0	36.8
1968.	4	4.0	7.0	43.9
1969.	2	2.0	3.5	47.4
1970.	3	3.0	5.3	52.6
1971.	8	8.0	14.0	66.7
1973.	4	4.0	7.0	73.7
1974.	2	2.0	3.5	77.2

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1975.	5	5.0	8.8	86.0
1976.	1	1.0	1.8	87.7
1977.	2	2.0	3.5	91.2
1978.	2	2.0	3.5	94.7
1979.	3	3.0	5.3	100.0

Of the respondents with children, one half had children under ten at the time of the survey.

TABLE 53: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

a. Some high school or less	7.1%
b. High school diploma or GED	29.3%
c. Some college, but no associate or bachelor's degree	46.5%
d. Associate degree	14.1%
e. Bachelor's degree or higher	3.0%
	(N=99)

A majority of the respondents had more than a high school or GED education. Nearly half reported some college, without a degree. Percentages of respondents with less than a high school diploma and a bachelors' degree or higher were small, 7.1% and 3% respectively.

TABLE 54: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1937.	1	1.0	1.0	1.0
1940.	2	2.0	2.1	3.1
1941.	1	1.0	1.0	4.1
1942.	3	3.0	3.1	7.2
1946.	2	2.0	2.1	9.3
1947.	1	1.0	1.0	10.3
1948.	1	1.0	1.0	11.3
1950.	1	1.0	1.0	12.4
1954.	1	1.0	1.0	13.4
1955.	1	1.0	1.0	14.4
1959.	1	1.0	1.0	15.5
1961.	3	3.0	3.1	18.6

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1962.	1	1.0	1.0	19.6
1963.	3	3.0	3.1	22.7
1964.	1	1.0	1.0	23.7
1966.	1	1.0	1.0	24.7
1967.	2	2.0	2.1	26.8
1969.	2	2.0	2.1	28.9
1970.	7	7.0	7.2	36.1
1971.	4	4.0	4.1	40.2
1972.	6	6.0	6.2	46.4
1973.	5	5.0	5.2	51.5
1974.	4	4.0	4.1	55.7
1975.	6	6.0	6.2	61.9
1976.	7	7.0	7.2	69.1
1977.	13	13.0	13.4	82.5
1978.	8	8.0	8.2	90.7
1979.	9	9.0	9.3	100.0

Over half of the respondents attained their highest level of education within the past seven years (since 1974), and three fourths did so within the past twelve years (since 1967).

TABLE 55: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

1. Yes	19.0%
2. No	81.0%
	(N=99)

About one in five respondents had a one-year certificate, trade license, professional license, or journeyman's certificate.

TABLE 56: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

a. Rural or farm community	7.2%
b. Small town or village (less than 50,000 people	12.4%
c. Medium-sized city or its suburbs (50,000-25,000 people)	59.8%
d. Fairly large city or its suburbs (250,000-500,000 people)	18.6%
e. Very large city or its suburbs (over 500,000 people)	2.1%
	(N=97)

A majority of the respondents lived in a medium sized city or its suburbs (25,000-50,000 people).

TABLE 57: WHAT SHIFT DO YOU USUALLY WORK?

1. Day	95.9%
2. Evening	1.0%
3. Night	1.0%
4. Split	2.1%

Almost all of the respondents worked a day shift. Only about 4% worked at other times.

TABLE 58: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

1. 01-19 hours	3.0%
2. 20-29 hours	0.0%
3. 30-39 hours	4.0%
4. 40-49 hours	89.9%
5. 50-59 hours	1.0%
6. 60+ hours	2.0%
	(N=97)

About 90% of the respondents worked a 40-49 hour week on the job they held at the time of the survey. Only seven percent worked fewer hours and three percent worked 50 hours or longer.

TABLE 59: WHAT IS YOUR PAY CATEGORY?

1. Hourly	98.0%
2. Salaried, but paid for overtime	2.0%
3. Salaried, not paid for overtime	0.0%
	(N=99)

Ninety-eight percent of the respondents were hourly workers.

TABLE 60: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES DURING 1978?

1. Less than $7,499	13.3%
2. $7,500 - $9,999	23.5%
3. $10,000 - $12,499	20.4%
4. $12,500 - $14,999	9.2%
5. $15,000 - $17,499	15.3%
6. $17,500 - $19,999	6.1%
7. $20,000 - $22,499	4.1%
8. $22,500 or more	8.2%

About one-third (33.7%) of the respondents reported an annual income of $15,000 of more. Slightly more than one-third (36.8%) of the respondents reported incomes less than $10,000.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE SECOND SURVEY ADMINISTRATION AND SELECT COMPARISONS WITH FIRST SURVEY RESULTS

MODEL I (California)

PART A: GENERAL INFORMATION

Table 1: How long have you been employed in this company on a continuous basis?

Less than 1 Year	8%
1-5 Years	45%
6-10 Years	18%
11-15 Years	17%
16-20 Years	3%
21-25 Years	5%
More than 25 Years	3%
	N = 98

Table 2: How long have you held your current job or position in this company?

Less than 1 Year	26%
1-5 Years	57%
6-10 Years	5%
11-15 Years	7%
16-20 Years	1%
21-25 Years	4%
More than 25 Years	0%
	N = 101

Table 3: How useful have the following been for your current job?

	Very Useful	Somewhat Useful	Not Very Useful	Useless	Does Not Apply	N
High school education	49.5	35.4	7.1	2.0	6.1	99
Previous job experience	39.8	22.4	15.3	5.1	17.3	98
Vocational education or training since high school	27.7	24.5	9.6	3.2	35.1	94
Academic or professional education since high school	22.0	23.1	18.7	3.3	33.0	91

Most workers find their education or previous job experience very useful/somewhat useful for their current job.

Table 4: Are you familiar with the existence of a tuition aid plan where you work?

		T_1	T_2
1.	Yes, very familiar	14.0	23.0
2.	Yes, somewhat familiar	45.0	61.0
3.	No, not familiar	41.0	16.0
		(N=100)	(N=100)

Only 16% of the workers surveyed at T_2 as opposed to 41.0% at T_1, indicated that they were not familiar with the tuition aid plan. 14% of the workers at T_1 and 23% at T_2 considered themselves very familiar with the plan.

Table 5: If you answered yes to question 7, do you know who sponsors the program?

1.	Negotiated as part of company/union contract	23.7
2.	Company sponsored	71.1
3.	Union sponsored	5.3
		(N=76)

About 71% of the workers knew that the plan was a company-sponsored program. About 24% thought that the plan is negotiated between the company and the union. About 5% attributed the sponsorship of the plan to the union.

Table 6: In the last six months have you received information about your tuition aid plan or about education and training available to you?

	Tuition-Aid Plan			Education & Training	
	T_1	T_2		T_1	T_2
Yes	20.0	72.5	Yes	32.3	52.3
No	80.0	27.5	No	67.7	47.7
	(N=95)	(N=91)		N=96)	(N=86)

20% of the respondents at T_1 and 72.5% at T_2 reported receiving information on the tuition aid plan during the six months prior to the survey--a significant change between T_1 and T_2. The percentage of workers who reported receiving information on available education and training during the six months prior to the survey jumped from 32.3% at T_1 to 52.3% at T_2--also a significant jump.

Table 7: Are you eligible to take a course under your tuition aid plan?

	T_1	T_2
Yes	35.5	52.2
No	6.6	5.6
Don't Know	57.9	42.2
	(N=76)	(N=90)

While the majority of the workers responding to this question at T_1 did not know whether they were eligible to take a course under the plan, the corresponding percentage was only 42.2 at T_2. About 36% of the workers at T_1 and 52% at T_2 indicated that they were eligible to participate under the plan.

Table 8: Do you know how to request approval to take a course under your tuition aid plan?

	T_1	T_2
Yes	39.9	45.7
No	69.1	54.3
	(N=68)	(N=92)

The majority of respondents both in T_1 and T_2 indicated that they did not know how to request approval for a course under the plan. The percent of those who indicated that they know how to request approval, increased from 39.9 at T_1 to 45.7% at T_2.

Table 9: What office(s) or individual(s) must give formal approval to an application for tuition aid benefits?

	Yes	No	Don't Know	N
Employee's immediate supervisor	36.6	23.2	40.2	82
Supervisor of education & training	27.4	17.8	54.8	73
Personnel department	38.0	13.9	48.1	79
Joint or union education committee	9.6	34.3	56.2	73
The educational institution offering the course	20.5	23.3	56.2	73
Other company or union representative	5.4	37.8	56.8	74

About 37% of the respondents felt that the approval of the immediate supervisor is necessary to take a course. 38% indicated that the approval of the personnel department was needed. The large percentage of "don't know" responses indicates a lack of understanding on the part of the employees regarding application procedures.

Table 10: There are a lot of reasons why people may not use their tuition aid benefits. Do any of the following act as a problem for you?

	Yes, it is a problem		No, it is not a problem	
	T_1	T_2	T_1	T_2
Too much red tape in applying for and getting approval for education or training	24.6	22.1	75.4	77.9
Education programs I want to take are not covered under the tuition aid plan	12.5	24.4	87.5	75.6
Educational institutions I want to go to are not covered under the plan	17.5	14.6	82.5	85.4
I do not have adequate information about the tuition aid plan	65.6	41.9	34.4	58.1
Not enough of the costs are covered under the plan	31.6	27.5	68.4	71.3
I am not able to pay in advance, even though I will be reimbursed	41.7	32.6	58.3	67.4
I am not willing to pay in advance	21.4	18.8	78.6	81.2

At T_1, lack of information was the single factor the majority of the employees reported as a problem. Although the percentage dropped from 65.6% at T_1 to 41.9% at T_2, the problem of lack of information seems to constitute the major problem at T_2. All of the other problems, except coverage of educational programs are lower at T_2 than at T_1.

Table 11: Have you participated in a voluntary education or training program in the last two years?

	Education Program			Training Program	
	T_1	T_2		T_1	T_2
Yes	40.4	36.4	Yes	26.4	28.7
No	59.6	63.6	No	73.6	71.3
	(N=94)	(N=99)		(N=91)	(N=94)

Over 40% of the respondents at T_1 and over 36% at T_2 said that they had participated in a voluntary education program during the two years prior to the survey. Although reported participation in voluntary training was lower, still 26.4% at T_1 and 28.7% at T_2 indicated that they had participated in training activities during the two years' period.

Table 12: Have you participated in a voluntary education or training program in the past six months?

Education Program		Training Program	
Yes	29.1	Yes	24.0
No	70.9	No	76.0
	(N=55)		(N=50)

Over 29% of the respondents said that they had participated in a voluntary education program in the six months prior to the survey. Participation in voluntary training during the same period was reported to be 24.0%.

Table 13: Why did you participate in the education or training program?

		Yes	No	N
a.	To get a degree, diploma or certificate	65.9	34.1	44
b.	To upgrade skills for present job	55.8	44.2	43
c.	For a different job	59.5	40.5	42
d.	For career advancement	71.1	28.9	45
e.	For better wages	46.7	53.3	45
f.	To prepare for retirement	12.2	87.8	41
g.	For leisure time pursuits	38.1	61.9	42
h.	For general knowledge	88.6	11.4	44
i.	For parenting skills	19.5	80.5	41
j.	For religious pursuits	2.4	97.6	41
k.	To be a better union member	4.9	95.1	41

Respondents to this question indicated that they had participated in voluntary education or training programs (first 6 reasons in decreasing order):

1. For general knowledge
2. For career advancement
3. To get a degree, diploma, or certificate
4. For a different job
5. To upgrade skills for present job
6. For better wages

Table 14: Please rank your reasons for participating in these programs by putting the letter of the reason from question 16 in the spaces below.

		1st Choice	2nd Choice	3rd Choice
a.	To get a degree, diploma, or certificate	26.2	16.7	17.5
b.	To upgrade skills for present job	14.3	4.8	7.5
c.	For a different job	7.1	9.4	10.0
d.	For career advancement	26.2	21.4	17.5
e.	For better wages	2.4	14.3	15.0
f.	To prepare for retirement	0.0	0.0	2.5
g.	For leisure time pursuits	7.1	4.8	10.0
h.	For general knowledge	14.3	23.8	15.0
i.	For parenting skills	2.4	2.4	5.0
j.	For religious pursuits	0.0	2.4	0.0
k.	To be a better union member	0.0	0.0	0.0

Reasons for participation most frequently indicated by respondents to this questionnaire were:

1st Choice: To get a degree, diploma or certificate and for career advancement.

2nd Choice: For general knowledge and to get a degree, diploma, or certificate.

3rd Choice: For career advancement and to get a degree, diploma, or certificate.

Reasons least frequently indicated overall were: to prepare for retirement; to be a better union member; and for religious pursuits.

Table 15: If you participated in an education or training program, please indicate how satisfied you were with the instruction you received.

	Very Satisified	Satisified	Not Satisfied	Very Dissatisfied	N
Private vocational/ technical or business school	30.0	50.0	10.0	10.0	5
Public vocational, technical, or business school	30.8	46.2	7.7	15.4	13
4-year college/ university	30.8	53.8	7.7	7.7	13
Community college	40.0	44.0	8.0	8.0	25
Company/union run schools or courses	25.0	50.0	15.0	10.0	20
High School	31.8	59.1	9.1	0.0	22
Registered apprenticeship	0.0	75.0	0.0	25.0	4
Correspondence school	44.4	33.3	11.1	11.1	9
Community or social organization such as YMCA or church	35.7	57.1	0.0	7.1	14

Respondents reported general satisfaction with most education and training they had received. The most common sources of education and training were high school (90.9%), followed by community college (84%) and 4-year college/university (84.6%), as three most important ones.

Table 16: Please indicate which of the following paid for the education or training you received.

	Yes (T_1)	No (T_1)	Yes (T_2)	No (T_2)
You (self-paid)	76.6	23.4	86.1	13.9
Union	100.0	0.0	4.0	96.0
Company--under tuition aid plan	13.9	86.1	31.0	69.0
Company--not under tuition aid plan	37.5	62.5	39.3	60.7
Government (veteran's benefits, federal loan or grant)	30.6	69.4	35.0	75.0

For those workers responding at T_1 the most common sources of financial assistance for education and training were reported to be the workers themselves and the union; at T_2 the most common sources were reported to be the workers themselves and the company--not under the tuition aid plan. Over 17% more workers at T_2 than at T_1 received payment under the tuition aid plan.

Table 17: If you participated under your tuition aid plan, approximately how long did it take you to receive approval to take the education or training?

Less than one week	18.2
1 week	36.4
2 weeks	18.2
3 weeks	18.2
4 or more weeks	9.1
	(N=11)

For most workers who participated under the tuition aid plan, it took one week or less to receive approval to take the education or training.

Table 18: Please indicate the importance to you personally of each of the following possible uses of further education and training.

	Not Important	Important	N
To complete an educational program for a diploma, certificate, or degree	23.0	77.0	100
To meet new people	58.9	41.1	95
To become a more well-rounded person	15.3	84.7	98
For social skills	38.1	61.9	97
To improve job performance	12.9	87.1	101
To learn skills for hobbies	52.1	47.9	96
To be a better union member	79.2	20.8	96
To improve my ability to read, write, speak, and do math	19.4	80.6	98
To be a better parent	34.7	65.3	95
To get a promotion	32.0	68.0	97
To improve family life	23.2	76.8	95
To prepare for another job or career	24.5	75.5	94
To better understand community issues	38.3	61.7	94
To learn more (knowledge for the sake of knowledge)	10.0	90.0	100
To become a better worker	12.1	87.9	99
To prepare for retirement	36.1	63.9	

The four most important uses of further education and training reported were: (1) to learn more; (2) to become a better worker; (3) to improve job performance, and, (4) to become a more well-rounded person.

Table 19: Which of the following educational programs are available in your local area?

	Available			
	Yes	No	Don't Know	N
Private vocational, technical or business schools	66.0	5.0	29.0	100
Public vocational, technical or business schools	70.7	5.1	24.2	99
4-year college/university	87.9	5.1	7.1	99
Community college	90.0	2.0	8.0	100
High School	88.7	3.1	8.2	97
Company-run schools or courses	40.8	15.3	43.9	98
Union-run schools or courses	7.1	19.4	73.5	98
On-the-job training	62.6	9.1	28.3	99
Correspondence school	53.1	6.1	40.8	98
Community or social organization such as YMCA or church	60.2	5.1	34.7	98

Respondents reported the most widely available education programs to be: community colleges, high schools, and 4-year colleges/universities. Those least often available were: union-run schools or courses, company-run schools or courses and correspondence schools.

Table 20: Available or not, what is your preference for educational programs?

	Preference		
	Yes	No	N
Private vocational, technical or business schools	46.2	53.8	91
Public vocational, technical or business schools	58.9	41.1	90
4-year college/university	74.4	41.1	90
Community college	85.1	14.9	94
High school	52.9	47.1	85
Company-run schools or courses	67.0	33.0	88
Union-run schools or courses	38.8	61.2	85
On-the-job training	79.1	20.9	91
Correspondence school	40.2	59.8	87
Community or social organization such as YMCA or church	41.2	58.8	85

The three most preferred educational programs identified by respondents were: community college; on-the-job training; and 4-year college/university courses. The least preferred programs were union-run schools or courses, correspondence school, and community or social organization such as YMCA or church.

Table 21: In which of the following places are educational programs currently available?

	Available			
	Yes	No	Don't Know	N
Work site	26.3	44.2	29.5	95
Union hall	4.3	35.5	60.2	93
Education institution	73.7	4.2	22.1	95
Community organization (YMCA, church, etc.)	31.6	11.6	56.8	95
Library	24.5	19.1	56.4	94
At my place of residence	13.0	67.4	19.6	92

The two places most frequently cited as providing educational programs were education institutions and community organizations. Those least frequently cited were the union halls and employee homes. Respondents most frequently reported that they did not know about programs at union halls, community organizations, or libraries.

Table 22: Available or not, what is your preference for the location of educational programs?

	Preference		
	Yes	No	N
Work site	66.7	33.3	93
Union hall	22.2	77.8	90
Education institution	89.2	10.6	94
Community organization (YMCA, church, etc.)	47.3	52.7	91
Library	55.4	44.6	92
At my place of residence	40.0	60.0	90

Education institutions and work sites were the most preferred locations for educational programs.

Table 23: Which methods of learning are currently available?

	Available			
	Yes	No	Don't Know	N
Lectures or classes	62.8	8.5	28.7	94
Workshops or conferences	43.6	10.6	45.7	94
Correspondence courses	58.5	7.4	34.0	94
Television or video cassettes	60.6	3.2	36.2	94
Radio, records, or audio cassettes	46.8	8.5	44.7	94
Informal discussion groups	26.6	14.9	58.5	94
Private individual instruction	24.0	20.8	55.2	96
On-the-job training	62.5	14.6	22.9	96
Computer-assisted instruction	11.7	18.1	70.2	94
On my own	76.3	8.6	15.1	93

Learning on their own, lectures or classes, and on the job training were the methods of learning most frequently reported to be available. The least available methods were computer-assisted instruction, private individual instruction, and informal discussion groups.

Table 24: Available or not, what is your preference for methods of learning?

	Preference		
	Yes	No	N
Lectures or classes	87.5	12.5	96
Workshops or conferences	85.3	14.7	95
Correspondence courses	39.8	60.2	93
Television or video cassettes	62.8	37.3	94
Radio, records or audio cassettes	48.9	51.1	94
Informal discussion groups	71.6	28.5	95
Private individual instruction	68.8	31.2	93
On-the-job training	91.7	8.3	96
Computer-assisted instruction	51.6	48.4	93
On my own	72.8	27.2	92

On-the-job training, lectures or classes, and workshops or conferences were reported (in descending order) to be the preferred methods of learning for more than 85% of the workers. Those lease preferred were correspondence courses; radio, records or audio cassettes, and computer-assisted instruction.

Table 25: If you were to participate in an education or training program, is there a group of people with whom you would prefer to learn?

	Yes	No/No Response	N
Fellow workers	55.7	44.3	97
Supervisory or company administrative personnel	32.0	68.0	97
Family members	24.7	75.3	97
Anyone interested in the program	60.8	39.2	97
No preference	30.9	69.1	97

About 61% of the respondents indicated their willingness to participate in an education or training program with anyone interested in the program. About 56% were willing to participate in an education or training program with their fellow workers.

Table 26: Is there any age group you would prefer to be in the program with you.

	Yes	No/No Response	N
People who are my own age	30.9	69.1	97
People who are younger than I am	11.3	88.7	97
People who are older than I am	14.4	85.6	97
Any age group--age doesn't matter	82.5	17.5	97

The vast majority (82.5%) of workers indicated that age was unimportant in their preferences for fellow learners.

PART B: INFORMATION AND ADVICE

Table 27: How did you receive information in the last six months about your tuition aid plan or about education and training available to you?

	TA-Plan		Ed. & Training	
	Yes (T_1)	Yes (T_2)	Yes (T)	Yes (T_2)
Employee handbook	23.0	24.8	22.0	15.8
Handouts to employees	9.0	56.4	16.0	22.8
Mailings to home	10.0	13.9	21.0	12.9
Bulletin board notices	17.0	25.7	14.0	13.9
In company newspapers or newsletters	20.0	36.6	25.0	18.8
In union newspaper	3.0	18.8	6.0	10.9
At union meetings	1.0	10.9	2.0	5.9
At company meetings	4.0	27.7	4.0	12.9
From counselor or advisor	6.0	12.9	5.0	7.9
From co-workers	22.0	29.7	20.0	15.8
From supervisors	25.0	29.7	23.0	15.8
From union representatives	2.0	27.7	2.0	15.8
Education catalogues or notices	14.0	12.9	12.0	14.9

The sources of information most commonly cited by respondents at T_1 were supervisors, the employee handbook and co-workers; at T_2, the major sources of information were reported to be handouts to employees, company newspapers/newsletters, and bulletin board notices. The least frequently cited sources of information at T_1 were union meetings, union representatives, and union newspapers. But at T_2 the least common sources were reported to be union meetings, education catalogues or notices, and counselors or advisors.

Relative to both the TA plan and education and training, a maximum of 25 employees at T_1 (one quarter of the workers surveyed) reported receiving information through any one source. But the corresponding figure at T was 57 employees, or more than one-half of the workers surveyed. In addition, for every method except one listed under "TA", the percentage of workers reporting yes is higher at T_2 than at T_1.

Table 28: Of the methods listed in question 27 above, please indicate the three methods that you find most helpful.

Method	1st Choice	2nd Choice	3rd Choice
Employee handbook	18.8	5.1	10.2
Handouts to employees	8.8	20.2	17.9
Mailings to home	17.5	10.1	11.5
Bulletin board notices	2.5	3.8	5.1
In company newspapers or newsletters	7.5	13.9	10.2
In union newspaper	1.2	1.3	3.8
At union meetings	0.0	1.3	3.8
At company meetings	15.0	7.6	3.8
From counselor or adviser	5.0	3.8	2.6
From co-workers	5.0	2.5	3.8
From supervisors	11.2	16.4	12.8
From union representatives	5.0	5.1	6.4
Education catalogues or notices	2.5	8.9	10.2
	(N=80)	(N=79)	(N=78)

As the first choice, 18.8% of the employees indicated employee handbooks, 17.5% mailings to their homes, and 15% company meetings as the most helpful method of receiving information. As the second choice, 20.2% reported handouts to employees, 16.4% information from supervisors, and nearly 14.0% company newspapers or newsletters as the best method. As their third choice, 17.9% of the respondents reported handouts to employees, 12.8% information from supervisors, and 11.5% mailings to their homes as the most helpful method.

Table 29: If you were interested in getting information on your tuition-aid plan, from whom would you like to get it?

	Yes (T_1)*	Yes (T_2)*
Co-workers	12.1	14.9
Supervisor	69.7	52.5
Union representative	12.1	25.0
Company representative	47.5	51.0

Respondents most frequently cited supervisors both at T_1 and T_2 and company representatives again both at T_1 and T_2, as preferred sources of information on tuition aid. Co-workers and union representatives were much less frequently identified as preferred sources at both T_1 and T_2, although both groups rose in acceptance during the project period.

Table 30: Is there a designated individual in your company or union who can provide advice or information about education and careers?

Company	T_1	T_2	Union	T_1	T_2
Yes	31.6	58.3	Yes	13.7	36.8
No	5.1	7.3	No	7.4	11.6
Don't know	63.3	34.4	Don't know	78.9	51.6
	(N = 98)	(N = 95)		(N = 96)	(N = 95)

About 32% of the respondents at T_1 and 58% of the respondents at T_2 indicated that there was a designated person in the company to provide advice/information on education and careers. But about 14% of the respondents at T_1 and a significantly larger percentage (37%) of the respondents at T_2 reported that their union had designated such an individual. Although a majority of the respondents at both T_1 (78.9%) and T_2 (51.6%) indicated an absence or lack of knowledge regarding the designation of a person by their union. The 27% change confirms a significant increase in knowledge.

Table 31: In the past two years, have you seen this individual to help you with your education or career planning?

	T_1	T_2	
Yes	31.4	47.1	(N=27 for T_1)
No	68.6	52.9	(N=68 for T_2)

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* The balance between those who said "yes" and 100 represent the percent of those who either said "no" or did not respond to the particular question.

About 31% of the 27 respondents at T_1 and about 47% of the 68 respondents at T_2 indicated that they had seen this individual in the two years prior to the survey.

Table 32: In the last six months, have you seen this individual to help you with your education or career planning?

	T_1	T_2
Yes	37.0	46.8
No	63.0	53.2
	(N=27)	(N=68)

About 37% of the respondents at T_1 and 47% responding to this question at T_2, indicated that they had consulted this individual for help in education or career planning within the six months prior to the survey.

Table 33: If you have seen a counselor or advisor, was it useful or helpful?

	T_1	T_2
Yes, very useful	20.0	28.1
Somewhat useful	33.3	46.9
No, not useful	46.7	25.0
	(N=15)	(N=32)

Twenty percent of the respondents at T_1 and about 28% of the respondents at T_2 who had seen a counselor or advisor reported the meeting as "very useful". Another 33.3% at T_1 and 46.9% at T_2 reported the meeting as being "somewhat useful".

Table 34: If individuals were available to talk to you about your educational or career plans, would you go to talk to them?

	T_1	T_2
Yes, definitely	68.4	57.1
Maybe	28.6	38.8
No	3.1	4.1
	(N=99)	(N=99)

A majority of the respondents at T_1 and T_2 indicated that they would consult with counselors/advisors if they were available, regarding education or career plans.

PART E: INCENTIVES

Table 35: Does your company encourage employees to seek additional education or training?

	T_1	T_2
Yes	57.6	61.6
No	22.2	19.2
Don't know	20.2	19.2
	(N=99)	(N=99)

A majority of the respondents at T_1 (57.6%) and T_2 (61.6%) felt that the company does encourage employees to seek additional education or training. About one worker in five at both T_1 and T_2 felt that the company does not so encourage its employees.

Table 36: Does your company encourage employees to use tuition aid benefits?

	T_1	T_2
Yes	25.3	54.5
No	25.3	14.1
Don't know	49.4	31.3
	(N=99)	(N=99)

About one in four employees at T_1 and over half of the employees surveyed at T_2 felt that the company encourages employees to use tuition-aid.

Table 37: Does your local union encourage members to seek additional education or training?

	T_1	T_2
Yes	14.1	42.4
No	19.2	20.2
Don't know	66.7	37.4
	(N=99)	(N=99)

About 14% of the respondents at T_1 and 42% at T_2 felt that the union encourages members to seek additional education or training, a jump of 28%. About one in five both at T_1 and T_2 indicated that the union did not encourage the employees to take courses.

Table 38: Does your local union encourage members to use tuition aid benefits?

	T_1	T_2
Yes	6.1	39.4
No	17.2	15.2
Don't know	76.8	45.5
	(N=99)	(N=99)

About 6% of the employees at T_1, but a significantly larger percent (39.4) of respondents at T_2 felt that the union encourages its members to use tuition aid. Over three-fourths of the employees at T_1 and less than half of the employees at T_2 indicated that they didn't know.

Table 39: Have any of the following people encouraged you to use tuition-aid benefits or to seek additional education or training?

	Tuition Aid Benefit			Education or Trainin		
	Yes	No	N	Yes	No	N
Supervisor	28.4	71.5	88	36.0	64.0	86
Fellow workers	27.8	72.2	90	32.1	67.9	84
Shop steward(s)	11.8	88.2	85	7.4	92.6	81
Union leaders	23.9	76.1	88	15.5	84.5	84
Friends outside of work	30.6	69.4	85	45.8	54.2	83
Family	44.3	55.7	79	55.0	45.0	80

About 44% of the workers reported receiving encouragement to use tuition aid from their family; about 31% reported receiving encouragement from friends outside work. Supervisors and co-workers ranked third and fourth as a source of inspiration to use tuition-aid. Regarding education and training, workers generally reported receiving encouragement from their families, friends outside work, supervisors, and fellow workers (in decreasing order) with shop stewards as the least important source of encouragement.

Table 40: Do you feel incentives could encourage employees to take additional education or training or to use tuition aid benefits?

	Yes	No	N
Letter of commendation	61.3	38.7	93
Special events held honoring students	26.1	73.9	88
Financial bonus	87.0	13.0	92
Consideration in career development reviews	84.9	15.1	93
Wage increase	90.5	9.5	95
Publicity for participating	28.7	71.3	87
Additional job responsibilities	61.4	38.6	88
Promotion or new job	92.6	7.4	94

Respondents to this question indicated that all of the above incentives, except "special events held honoring students" and "publicity for participating", could encourage employees to take additional education or training or to use tuition-aid benefits.

PART F: FACTORS AFFECTING PARTICIPATION

Table 41: There are a lot of reasons why people may not pursue further education or training. Do any of the following act as a problem for you?

	Yes, it is a problem		No it is not a problem		
	T_1	T_2	T_1	T_2	
Education and Training Programs					
The education or training programs I want to take are not offered	15.5	20.0	84.5	80.0	95
Scheduling of education offerings is not convenient for me	34.0	51.6	66.0	48.8	91
Programs are held far away for me	24.7	23.7	75.3	76.3	93
I do not have transportation to get to programs	4.1	7.6	95.9	92.4	92
Programs held in the evening are unsafe for me to go to	18.6	23.9	81.4	76.1	92
Information and Advice					
I don't have adequate information about courses that are available	61.2	59.6	38.8	40.4	94
I don't have adequate information about what educational institutions are available	55.6	50.0	44.4	50.0	94
I do not have adequate advice or counseling about available courses and whether I am qualified to take them.	71.7	60.6	28.3	39.4	94
I do not have adequate advice or counseling about available educational institutions	64.6	51.1	35.4	48.9	94
I do not have adequate advice or counseling about my career opportunities	66.7	57.4	33.3	42.6	94

Table 41: Continued

	Yes, it is a problem		No, it is not a problem		
	T_1	T_2	T_1	T_2	
Personal and Family					
I don't want to take courses on my own time	19.0	21.5	81.0	78.5	93
I cannot afford child care or make arrangements for child care	6.1	18.3	43.9	81.7	93
I don't think I could pass the course	6.0	4.3	94.0	95.7	93
I don't have enough free time because of family responsibilities	27.1	38.3	72.9	61.7	94
My work is too hard and I am too tired to take courses	8.2	9.6	91.8	90.4	94
My work schedule can not be rearranged to take time off to attend an educational program	23.2	41.2	76.8	58.8	97
Educational programs would take too long for me to complete	13.1	17.2	86.9	82.8	93
My spouse doesn't want me to	2.1	3.2	97.9	96.8	94
My children don't want me to	1.1	3.3	98.9	96.7	92
General					
I don't think I would get promoted or get a better job even if I took some education	25.5	36.6	74.5	63.4	93
Favoritism in who gets approval	29.9	25.8	70.1	74.2	93
If I take a course, my company may think I lack a skill	3.1	6.4	96.9	93.6	94

Overall, both at T_1 and T_2, factors relating to information and advice were identified by workers as the most serious problem affecting their decisions about whether or not to participate in education or training. The second most important group of factors, again at both T_1 and T_2, pertained to the education and training programs available to employees.

Both at T_1 and T_2, a majority of workers indicated as problems (in decreasing significance) inadequate counseling about available courses, inadequate advise or counseling about career opportunities, inadequate counseling about available educational institutions, and inadequate information about available courses. It is interesting to note, however, that information and advice are problems for a smaller percentage of workers at T_2 than at T_1 and program barriers increased from T_1 to T_2.

Table 42: Do you personally want to take any further education or training?

	T_1	T_2
Yes, definately	54.0	58.6
Yes, probably	42.0	32.3
No	4.0	9.1
	(N=96)	(N=99)

A majority of respondents at T_1 and T_2 indicated a definite desire to pursue education or training. Four percent of the respondents at T_1 and 9.1% of the respondents at T_2 indicated that they did not want further education or training.

Table 43: Do you personally think that you need more education or training?

	T_1	T_2
Yes, definitely	54.0	58.0
Yes, probably	40.0	37.0
No	6.0	5.0
	(N=94)	(N=100)

A majority of respondents at T_1 and T_2 indicated a definite need on their part for further education and training. Six percent of the employees at T_1 and five percent at T_2 indicated that they did not feel the need.

Table 44: Do you intend to continue your education or training in the next two years?

	T_1	T_2
Yes, definitely	39.8	41.7
Yes, probably	39.8	37.5
No	20.4	20.8
	(N=98)	(N=96)

About 40% of respondents at T_1 and 42% at T_2 indicated that they definitely intended to continue their education or training in the two years after the survey. An additional 40% at T_1 and 38% at T_2 indicated that they probably would. The remaining one fifth at both T_1 and T_2 said that they did not intend to do so.

Table 45: Do you think you will use your tuition aid benefits in the next two years?

	T_1	T_2
Yes, definitely	27.7	23.4
Yes, probably	29.8	41.5
No	42.4	35.1
	(N=94)	(N=94)

About 28% of the respondents at T_1 and 23% at T_2 anticipated definitely using tuition aid during the two years after the survey. An additional 30% at T_1 and 42% at T_2 indicated that they probably would use their tuition aid benefits in the next two years.

PART G: BACKGROUND INFORMATION

Table 49: What is your sex?

	T_1	T_2
Male	45.5	44.9
Female	54.5	55.1
	(N=99)	(N=98)

Table 50: How old are you?

	T_1	T_2
Under 25	34.1	33.0
25-34	38.4	35.1
35-44	13.1	17.5
45-54	8.1	9.3
55 and over	6.1	5.2
	(N=99)	(N=97)

About 72% of the workers at T_1 and 68% at T_2 were under 35 years of age.

Table 51: What is your racial background?

	T_1	T_2
Black	14.3	14.8
White	81.3	80.7
American Indian or Alaskan Native	2.2	1.1
Asian or Pacific Islander	2.2	3.4
	(N=91)	(N=88)

The percentages of black and of white workers did not vary greatly between T_1 and T_2.

Table 52: Is your ethnic heritage Hispanic?

	T_1	T_2
Yes	26.1	23.3
No	73.9	76.7
	(N=88)	(N=90)

About 28% of the workers at T_1 and 23% at T_2 were of Hispanic ethnic heritage.

Table 53: What is your current marital status?

	T_1	T_2
Single, never married	21.4	21.6
Married (not separated)	61.2	54.6
Married (separated)	4.1	11.3
Widowed	1.0	0.0
Divorced	12.2	12.4
	(N=98)	(N=97)

61% of the employees at T_1 and 55% at T_2 were married (not separated). About one in five were single.

Table 54: How many dependents are currently living with you?

# of Dependents	Children	Others
0	52 (51.5%)	84(83.2%)
1	17 (16.8%)	14 (13.9%)
2	18 (17.8%)	3 (3.0%)
3	9 (8.9%)	0 (0.0%)
4	5 (5.0%)	0 (0.0%)
5+	0 (0.0%)	0 (0.0%)

Table 55: In what year was your last child born?

Year	Absolute Freq.	Relative Freq. (%)	Adjusted Freq. (%)	Cumulative Freq. (%)
47	1	1.0	1.7	1.7
49	1	1.0	1.7	3.3
57	1	1.0	1.7	5.0
58	1	1.0	1.7	6.7
60	2	2.0	3.3	10.0
62	3	3.0	5.0	15.0
63	3	3.0	5.0	20.0
64	2	2.0	3.3	23.3
65	1	1.0	1.7	25.0
66	3	3.0	5.0	30.0
67	1	1.0	1.7	31.7
69	1	1.0	1.7	33.3
70	2	2.0	3.3	36.7
71	3	3.0	5.0	41.7
72	1	1.0	1.7	43.3
73	2	2.0	3.3	46.7
74	11	10.9	18.3	65.0
75	3	3.0	5.0	70.0
76	3	3.0	5.0	75.0
77	3	3.0	5.0	80.0
78	1	1.0	1.7	81.7
79	6	5.9	10.0	91.7
80	5	5.0	8.3	100.0
0	41	40.6	Missing	100.0
Total	101	100.0	100.0	

Of the respondents with children about 63% had children under ten at the time of the survey.

Table 56: What is the highest level of education you have attained?

	T_1	T_2
Some high school or less	7.1	1.0
High school or GED	29.3	30.6
Some college, but no associate or bachelor's degree	46.5	54.1
Associate degree	14.1	9.2
Bachelor's degree or higher	3.0	5.1
	(N=99)	(N=98)

The majority of the respondents both at T_1 and T_2 had more than a high school or GED education. Seven percent of the respondents at T_1 and one percent of the respondents at T_2 had "some high school or less" education.

Table 57: In what year did you attain your highest level of education?

Year	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cumulative Freq (%)
13	1	1.0	1.1	1.1
34	1	1.0	1.1	2.2
36	1	1.0	1.1	3.3
41	1	1.0	1.1	4.3
45	1	1.0	1.1	5.4
48	1	1.0	1.1	6.5
50	1	1.0	1.1	7.6
51	3	3.0	3.3	10.9
54	2	2.0	2.2	13.0
55	1	1.0	1.1	14.1
56	2	2.0	2.2	16.3
57	1	1.0	1.1	17.4
58	1	1.0	1.1	18.5
60	1	1.0	1.1	19.6
61	2	2.0	2.2	21.7
62	1	1.0	1.1	22.8
63	1	1.0	1.1	23.9
64	1	1.0	1.1	25.0
65	2	2.0	2.2	27.2
66	2	2.0	2.2	29.3
67	1	1.0	1.1	30.4
68	1	1.0	1.1	31.5
69	4	4.0	4.3	35.9
70	5	5.0	5.4	41.3
71	4	4.0	4.3	45.7
72	2	2.0	2.2	47.8
73	3	3.0	3.3	51.1
74	3	3.0	3.3	54.3
75	5	5.0	5.4	59.8
76	7	6.9	7.6	67.4
77	9	8.9	9.8	77.2
78	9	8.9	9.8	87.0
79	5	5.0	5.4	92.4
80	7	6.9	7.5	100.0
0	9	8.9	Missing	100.0
Total	101	100.0	100.0	

About 59% of the respondents attained their highest level of education within the past ten years (since 1970), and about 51% during the past seven years.

Table 58: Do you have a one-year certificate, trade license, professional license, or journeyman's certificate?

Yes	16.1
No	83.9

Approximately 16% of the employees had a one-year certificate, trade license, professional license, or a journeyman's certificate.

Table 59: Which of the following best describes the location of the place where you live?

Rural or farm community	1.1
Small town or village (less than 50,000 people)	18.3
Medium-sized city or its suburbs (250,000 - 500,000	58.1
Fairly large city or its suburbs (250,000-500,000 people)	18.3
Very large city or its surburbs (over 500,000 people)	4.3
	(N=93)

A majority of the respondents lived in a medium-sized city or its suburbs.

Table 60: What shift do you usually work?

Day	91.7
Evening	5.2
Night	2.1
Split	1.0
	(N=96)

About 92% of the respondents worked a day shift. Only 8% worked at other times.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE FIRST SURVEY ADMINISTRATION

MODEL II (Ohio)

PART A: GENERAL INFORMATION

TABLE 1: HOW LONG HAVE YOU BEEN AN OPERATING ENGINEER?

Less than 1 year	3.8%
1-5 years	13.2%
6-10 years	24.5%
11-15 years	5.7%
16-20 years	13.2%
21-25 years	17.0%
26 or more years	22.6%
	N=53

Only 3.8% of the respondents had been operating engineers for less than one year. Almost 40% had been operating engineers for over twenty years, with an additional 13.2% in the 16-20 year range.

TABLE 2: HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION WITH THE COMPANY?

Less than 1 year	19.4%
1-5 years	36.1%
6-10 years	5.5%
11-15 years	5.5%
16-20 years	8.3%
21-25 years	13.9%
26 or more years	11.1%
	N=36

Only 19% of the respondents had worked for their current employer for less than 1 year while 25 percent had been with the same company for over twenty years.

TABLE 3: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB? (Please check one box for each type)

	Very Useful	Somewhat Useful	Not Very Useful	Useless	Does Not Apply	N
High school education	49.1	35.8	5.7	1.9	7.5	53
Previous job experience	74.5	13.7	0.0	5.9	5.9	51
Vocational education or training since high school	52.2	17.4	4.3	6.5	19.6	46

	Very Useful	Somewhat Useful	Not Very Useful	Useless	Does Not Apply	N
Academic or professional education since high school	30.0	10.0	12.5	10.0	37.5	40

Most workers found their education very useful for their current job. Previous job experience was considered very useful by three-quarters of the respondents.

TABLE 4: ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION-AID PLAN WHERE YOU WORK?

Yes, very familiar	20.0%
Yes, somewhat familiar	43.6%
No, not familiar	36.4%
	N=55

Thirty-six percent of the respondents indicated they were not familiar with the tuition-aid plan. Although almost 44% had some degree of awareness regarding the plan, only 20% considered themselves very familiar with the plan.

TABLE 5: IF YOU ANSWERED YES TO QUESTION 7, DO YOU KNOW WHO SPONSORS THE PROGRAM?

Negotiated as part of company/union contract	30.6%
Company sponsored	2.8%
Union sponsored	66.7%
	N=36

TABLE 6: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

Tuition-Aid Plan		Education & Training	
Yes	31.3%	Yes	40.8%
No	68.8%	No	59.2%
N=48		N=49	

Approximately one in three of the respondents reported receiving information on the plan during the six months prior to the survey. The percentage of workers reporting receiving information on available education and training during the same period was somewhat higher; two in five workers indicated that they had received such information.

TABLE 7: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

Yes	54.3%
No	4.3%
Don't know	41.3%
	N=46

A majority of the workers (54.3%) responding to this question knew they were eligible to take a course under the plan. A large minority (41.3%) indicated they did not know whether or not they were eligible to participate.

TABLE 8: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION AID PLAN?

Yes	50.0%
No	50.0%
	N=42

TABLE 9: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS?

	Yes	No	Don't Know	N
Employee's immediate supervisor	4.8%	47.6%	47.6%	21
Supervisor of education & training	42.9%	14.3%	42.9%	21
Personnel department	0.0%	42.1%	57.9%	19
Joint or union education committee	72.7%	3.0%	24.2%	33
The educational institution offering the course	23.8%	33.3%	42.9%	21
Other company or union representative	54.2%	16.7%	29.2%	24

Almost three-quarters (72.7%) of the respondents indicated that the approval of the joint or union education committee is necessary to take a course. Fifty-four point two (54.2%) of the respondents indicated that other company or union representative approval is needed. The large number of "Don't Know" responses signify a lack of understanding on the part of the employees regarding application procedures.

TABLE 10: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

		Yes, It Is a Problem	No, It Is Not a Problem	N
a.	Too much red tape in applying for and getting approval for education or training	31.3%	68.8%	32
b.	Education programs I want to go to are not covered under the tuition-aid plan	32.1%	67.9%	28
c.	Education institutions I want to go to are not covered under the plan	22.2%	77.8%	27
d.	I do not have adequate information about the tuition-aid plan	57.1%	42.9%	28
e.	Not enough of the costs are covered under the plan	24.0%	76.0%	25
f.	I am not able to pay in advance, even though I will be reimbursed	40.0%	60.0%	25
g.	I am not willing to pay in advance	20.8%	79.2%	24

Lack of information was the most commonly reported problem among respondents (57.1%). Inability to pay educational expenses in advance was cited by forty percent of the respondents as a problem. Other factors reported as significant were problems with red tape in the application process (31.3%) and the lack of plan coverage of desired education programs (32.1%).

PART B: PARTICIPATION IN EDUCATION AND TRAINING

TABLE 11: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE LAST TWO (2) YEARS?

Education Program		Training Program	
Yes	22.0%	Yes	29.6%
No	78.0%	No	70.4%
	N=50		N=54

Twenty-nine point six percent (29.6%) of the respondents had participated in a voluntary training program within the past two years. Reported participation in a voluntary education program was somewhat lower (22.0%).

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX (6) MONTHS?

Education Program		Training Program	
Yes	16.7%	Yes	18.8%
No	83.3%	No	81.3%
	N=30		N=32

The great majority of respondents had not participated in a voluntary education or training program in the six months prior to the survey.

TABLE 13: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM?

		Yes	No	N
a.	To get a degree, diploma, or certificate	56.3%	43.8%	16
b.	To upgrade skills for present job	81.0%	19.0%	21
c.	For a different job	35.7%	64.3%	14
d.	For career advancement	62.5%	37.5%	16
e.	For better wages	64.7%	35.3%	17
f.	To prepare for retirement	37.5%	62.5%	16
g.	For leisure time pursuits	38.5%	61.5%	13
h.	For general knowledge	82.4%	17.6%	17
i.	For parenting skills	33.3%	66.7%	12

		Yes	No	N
j.	For religious pursuits	16.7%	83.3%	12
k.	To be a better union member	77.8%	22.2%	18

Respondents to this question indicated that they participated in the education or training program: .

- for general knowledge;
- to upgrade skills for present job; and
- to be a better union member.

All but one of the remaining responses were cited as reasons by one-third or more of the respondents.

TABLE 14: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW.

		1st Choice	2nd Choice	3rd Choice
a.	To get a degree, diploma or certificate	3.6	1.8	1.8
b.	To upgrade skills for present job	8.9	5.4	1.8
c.	For a different job	0.0	0.0	1.8
d.	For career advancement	1.8	8.9	3.6
e.	For better wages	1.8	1.8	3.6
f.	To prepare for retirement	0.0	0.0	0.0
g.	For leisure time pursuits	3.6	0.0	1.8
h.	For general knowledge	1.8	7.1	3.6
i.	For parenting skills	0.0	0.0	0.0
j.	For religious pursuits	0.0	0.0	0.0
k.	To be a better union member	5.4	1.8	5.4
l.	Other (please specify)	1.8	0.0	
	No choice indicated	71.4%	71.4%	71.4%

Reasons for participation most frequently chosen by respondents were:

1st Choice--To upgrade skills for present job
2nd Choice--For career advancement
3rd Choice--To be a better union member

TABLE 15: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
Private vocational/ technical or business school	40.0%	40.0%	20.0%	0.0%	5
Public vocational, technical, or business school	66.7%	22.2%	11.1%	0.0%	9
4-year college/ university	33.3%	0.0%	33.3%	33.3%	3
Community college	40.0%	20.0%	20.0%	20.0%	5
Company/union run schools or courses	53.8%	38.5%	7.7%	0.0%	13
High school	50.0%	50.0%	0.0%	0.0%	10
Registered apprenticeship	33.3%	50.0%	16.7%	0.0%	6
Correspondence school	0.0%	0.0%	50.0%	50.0%	2
Community or social organization such as YMCA or church	50.0%	25.0%	25.0%	0.0%	2

Generally, respondents reported being either satisfied or very satisfied with instruction they received from education or training programs. Exceptions included 4-year college/university, with two of the three responses indicating some degree of dissatisfaction; and correspondence school, with both respondents indicating dissatisfaction.

TABLE 16: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	Yes	No	N
You (self-paid)	61.5%	38.5%	13
Union	88.2%	11.8%	17
Company--under tuition-aid plan	0.0%	100.0%	8
Company--not under tuition-aid plan	36.4%	63.6%	11
Government (veteran's benefits, federal loan or grant)	33.3%	66.7%	9

For the respondents, the most common sources of financial assistance for education were reported to be the worker and the union. These workers reported that the company, under the tuition-aid plan, did not contribute financially to education or training received.*

TABLE 17: IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

Less than one (1) week	22.2%
1 week	0.0%
2 weeks	11.1%
3 weeks	0.0%
4 or more weeks	66.7%
	N=9

Two-thirds of those responding indicated the time span involved was 4 or more weeks until receipt of approval to take education or training under the tuition-aid plan. One-third indicated approval took 2 weeks or less.

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*If the companies provide the financial support for the education and training, these workers are not aware of it.

PART C: EDUCATIONAL OPPORTUNITIES

TABLE 18: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING.

		Not Important	Important	N
a.	To complete an educational program for a diploma, certificate, or degree	35.9%	64.1%	39
b.	To meet new people	55.3%	44.7%	38
c.	To become a more well-rounded person	18.2%	81.8%	44
d.	For social skills	41.0%	59.0%	39
e.	To improve job performance	8.7%	91.3%	47
f.	To learn skills for hobbies	51.3%	48.7%	39
g.	To be a better union member	23.4%	76.6%	47
h.	To improve my ability to read, write, speak and do math	17.5%	82.5%	40
i.	To be a better parent	35.9%	64.1%	39
j.	To get a promotion	32.5%	67.5%	40
k.	To improve family life	27.5%	72.5%	40
l.	To prepare for another job or career	28.6%	71.4%	42
m.	To better understand community issues	31.0%	69.0%	42
n.	To learn more (knowledge for the sake of knowledge)	22.2%	77.8%	45
o.	To become a better worker	13.0%	87.0%	46
p.	To prepare for retirement	20.0%	80.0%	40

The four most important uses of further education and training, by rank, were: to improve job performance; to become a better worker; to improve ability to read, write, speak, and do math; to become a more well-rounded person.

TABLE 19: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

		Available			
		Yes	No	Don't Know	N
a.	Private vocational, technical or business schools	83.7%	2.3%	14.0%	43
b.	Public vocational, technical or business schools	87.8%	2.4%	9.8%	41
c.	4-year college/university	78.0%	9.8%	12.2%	41
d.	Community college	92.9%	2.4%	4.8%	42
e.	High school	92.3%	0.0%	7.7%	39
f.	Company-run schools or courses	41.2%	29.4%	29.4%	34
g.	Union-run schools or courses	83.0%	4.3%	12.8%	47
h.	On-the-job training	82.9%	9.8%	7.3%	41
i.	Correspondence school	63.9%	16.7%	19.4%	36
j.	Community or social organization such as YMCA or church	78.9%	10.5%	10.5%	38

Respondents reported the most widely available educational programs to be: community colleges; high schools; and public vocational, technical or business schools. Responses indicated workers were least sure about the availability of company-run schools or courses (availability indicated as 41.2%, yes; 29.4%, no; and 29.4%, don't know).

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

		Preference Yes	 No	 N
a.	Private vocational, technical or business schools	56.8%	48.2%	37
b.	Public vocational, technical or business schools	62.2%	37.8%	37
c.	4-year college/university	42.4%	57.6%	33
d.	Community college	82.4%	17.6%	34
e.	High school	66.7%	33.3%	33
f.	Company-run schools or courses	50.0%	50.0%	32
g.	Union-run schools or courses	100.0%	0.0%	47
h.	On-the-job training	97.7%	2.3%	44
i.	Correspondence school	24.2%	75.8%	33
j.	Community or social organization such as YMCA or church	31.3%	68.8%	32

The preferred educational programs identified by respondents were: union-run schools or courses, on-the-job training, and community colleges. The least preferred programs were correspondence schools and community or social organizations such as YMCA or church.

TABLE 21: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

		 Yes	Available No	 Don't Know	 N
a.	Work site	45.0%	37.5%	17.5%	40
b.	Union hall	84.8%	8.7%	6.5%	46
c.	Education institution	70.7%	4.9%	24.4%	41
d.	Community organization (YMCA, church, etc.)	57.9%	18.4%	23.7%	38
e.	Library	45.0%	15.0%	40.0%	40
f.	At my place of residence	27.8%	61.1%	11.1%	36

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The two places most frequently cited as providing educational programs were the union hall and educational institutions. The least frequently cited place was the employee's home. Forty percent of the respondents didn't know about the availability of educational programs at libraries.

TABLE 22: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

		Preference		
		Yes	No	N
a.	Work site	78.3%	21.7%	46
b.	Union hall	87.2%	12.8%	47
c.	Education institution	78.0%	22.0%	41
d.	Community organization (YMCA, church, etc.)	39.5%	60.5%	38
e.	Library	40.5%	59.5%	37
f.	At my place of residence	32.4%	67.6%	37

The union hall was the most preferred location for educational programs, and the worker's home the least preferred.

TABLE 23: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

			Available		
		Yes	No	Don't Know	N
a.	Lectures or classes	71.7%	6.5%	21.7%	46
b.	Workshops or conferences	60.5%	7.0%	32.6%	43
c.	Correspondence courses	38.5%	23.1%	38.5%	39
d.	Television or video cassettes	31.6%	34.2%	34.2%	38
e.	Radio, records, or audio cassettes	31.6%	39.5%	28.9%	38
f.	Informal discussion groups	41.0%	20.5%	38.5%	39
g.	Private individual instruction	36.1%	27.8%	36.1%	36
h.	On-the-job training	73.3%	11.1%	15.6%	45
i.	Computer-assisted instruction	5.7%	40.0%	54.3%	35
j.	On my own	60.5%	31.6%	7.9%	38

Lecture/classes and on-the-job training were reported to be available by a majority of respondents. Three in five of the respondents reported workshops/conferences and learning on their own were available. For the remainder of learning methods, forty percent or fewer of the respondents reported availability.

TABLE 24: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

		Preference		
		Yes	No	N
a.	Lectures or classes	81.0%	19.0%	42
b.	Workshops or conferences	81.4%	18.6%	43
c.	Correspondence courses	22.5%	77.5%	40
d.	Television or video cassettes	47.4%	52.6%	38
e.	Radio, records, or audio cassettes	35.1%	64.9%	37
f.	Informal discussion groups	66.7%	33.3%	42
g.	Private individual instruction	63.4%	36.5%	41
h.	On-the-job training	88.0%	12.0%	50
i.	Computer-assisted instruction	23.7%	76.3%	38
j.	On my own	62.5%	37.5%	40

On-the-job training, followed by workshops or conferences, followed by lectures or classes were reported to be the preferred methods of learning for more than 80% of the respondents. Those least preferred were correspondence courses; computer-assisted instruction; and radio, records, or audio cassettes.

TABLE 25: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	Yes	No Response	N
Fellow workers	82.1%	17.9%	56
Supervisory or company administrative personnel	33.9%	66.1%	56
Family members	23.2%	76.8%	56
Anyone interested in the program	53.6%	46.4%	56
No preference	12.5%	87.5%	56

More than eighty percent (87.5%) of the respondents indicated that they were willing to participate in an education or training program with fellow workers.

TABLE 26: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU?

	Yes	No Response	N
People who are my own age	26.8%	73.2%	56
People who are younger than I am	8.9%	91.1%	56
People who are older than I am	17.9%	82.1%	56
Any age group--age does not matter	76.8%	23.2%	56

About three-fourths of the respondents indicated that age was unimportant in their preferences for fellow learners.

PART D: INFORMATION AND ADVICE

TABLE 27: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

		Tuition-Aid Plan		Education & Training		N
		(yes)	(no)	(yes)	(no)	
a.	Employee handbook	10.9%	89.1%	12.7%	87.3%	55
b.	Handouts to employees	3.6%	96.4%	9.1%	90.9%	55
c.	Mailings to home	10.9%	89.1%	16.4%	83.6%	55
d.	Bulletin board notices	1.8%	98.2%	9.1%	90.9%	55
e.	In company newspapers or newsletters	0.0%	100.0%	9.1%	90.9%	55
f.	In union newspaper	30.9%	69.1%	25.5%	74.5%	55
g.	At union meetings	30.9%	69.1%	41.8%	58.2%	55
h.	At company meetings	1.8%	98.2%	5.5%	94.5%	55
i.	From counselor or advisor	7.3%	92.7%	12.7%	87.3%	55
j.	From co-workers	9.1%	90.9%	10.9%	89.1%	55
k.	From supervisors	1.8%	98.2%	7.3%	92.7%	55
l.	From union representatives	29.1%	70.9%	36.4%	63.6%	55
m.	Education catalogues or notices	5.5%	94.5%	9.1%	90.9%	55

The sources of information most commonly cited by respondents were union meetings, union representatives, and the union newspaper. The least frequently cited information sources were, company meetings, company newspapers or newsletters, and supervisors.

TABLE 28: OF THE METHODS LISTED BELOW, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL

Methods		1st Choice	2nd Choice	3rd Choice	Totals
a.	Employee handbook	7.1%	1.8%	3.6%	12.5%
b.	Handouts to employees	1.8%	0.0%	0.0%	1.8%
c.	Mailings to home	12.5%	1.8%	3.6%	17.9%
d.	Bulletin board notices	1.8%	0.0%	1.8%	3.6%
e.	Company newspapers or newsletters	12.5%	1.8%	0.0%	14.3%
f.	In union newspaper	12.5%	14.3%	0.0%	26.8%
g.	At union meetings	1.8%	12.5%	10.7%	25.0%
h.	At company meetings	1.8%	0.0%	1.8%	3.6%
i.	From counselor or advisor	0.0%	1.8%	10.7%	12.5%
j.	From co-workers	1.8%	1.8%	0.0%	3.6%
k.	From supervisors	1.8%	1.8%	0.0%	3.6%
l.	From union representatives	1.8%	1.8%	0.0%	3.6%
m.	Education catalogues or notices	0.0%	1.8%	0.0%	1.8%
		N=56	N=56	N-56	

Of the choices offered, the union newspaper was selected by more of the respondents as being helpful. It was followed by union meetings. The method least frequently identified as helpful was educational catalogues/notices.

TABLE 29: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION-AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	Yes	No/No Response	N
Co-workers	12.7%	87.3%	55
Supervisor	7.1%	92.9%	56
Union representative	92.7%	7.3%	55
Company representative	12.7%	87.3%	55

Nine in ten workers preferred a union representative as the source of information on tuition-aid. The supervisor was the least frequently identified source.

TABLE 30: IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS?

Company		Union	
Yes	20.0%	Yes	73.6%
No	43.3%	No	7.5%
Don't know	36.7%	Don't know	18.9%
	N=30		N=53

Almost three-quarters of the respondents indicated that there was a designated person in the union who could provide advice/information about education and careers. About two in five of those responding reported there was no company representative designated for this purpose; and one in three did not know whether there was a company representative to provide advice or information on education/careers.

TABLE 31: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

Yes	36.6%
No	63.4%
	N=41

A majority of the workers responding to this question indicated that they had not seen this individual in the two years prior to the survey.

TABLE 32: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

Yes	30.0%
No	70.0%
	N=30

Of the 30 respondents to this question, slightly less than one-third had consulted this individual for help in education or career planning within the 13 months prior to the survey.

TABLE 33: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

Yes, very useful	58.8%
Somewhat useful	29.4%
No, not useful	11.8%
	N=17

About 15 of the 17 respondents to this question reported their meeting as "very" or "somewhat" useful.

TABLE 34: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

Yes, definitely	56.9%
Maybe	35.3%
No	7.8%
	N=51

A majority (56.9%) of the respondents indicated that they would consult with counselors/advisors if they were available, regarding education or career plans.

PART E: INCENTIVES

TABLE 35: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING?

Yes	40.4%
No	29.8%
Don't know	29.8%

N=47

Forty point four percent (40.4%) of the respondents felt the company did encourage employees to seek additional education or training. About one-third indicated that the company did not so encourage its employees, and another one-third didn't know.

TABLE 36: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION-AID BENEFITS?

Yes	26.7%
No	24.4%
Don't know	48.9%

N=45

About one in four of those responding felt that the company encouraged employees to use tuition-aid. Nearly half (48.9%) did not know whether their company encouraged employees to use these benefits.

TABLE 37: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING?

Yes	88.9%
No	1.9%
Don't know	9.3%

N=54

Almost nine in ten (88.9%) of the respondents indicated that the union encouraged members to seek additional education or training.

TABLE 38: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION-AID BENEFITS?

Yes	62.7%
No	5.9%
Don't know	31.4%
	N=51

Sixty-two point seven percent (62.7%) of those responding felt that the union encouraged its members to use tuition-aid. Slightly less than one-third didn't know.

TABLE 39: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION-AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

		Tuition-Aid Benefit			Education or Training		
		Yes	No	N	Yes	No	N
a.	Supervisor	4.8%	95.2%	21	5.0%	95.0%	20
b.	Fellow workers	14.3%	85.7%	21	19.0%	81.0%	21
c.	Shop stewards	17.4%	82.6%	23	13.6%	86.4%	22
d.	Union leaders	71.4%	23.6%	35	71.0%	29.0%	31
e.	Friends outside of work	28.6%	71.4%	21	36.4%	63.6%	22
f.	Family	64.3%	35.7%	28	68.0%	32.0%	25

Union leaders and family were cited most frequently as encouraging respondents to seek tuition-aid benefits specifically, and education/training generally; the supervisor was cited least frequently.

TABLE 40: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION-AID BENEFITS?

		Yes	No	N
a.	Letter of commendation	54.1%	45.9%	37
b.	Special events held honoring students	34.3%	65.7%	35
c.	Financial bonus	71.8%	28.2%	39
d.	Consideration in career development reviews	60.0%	40.0%	40
e.	Wage increase	84.6%	15.4%	39
f.	Publicity for participating	32.3%	67.7%	31
g.	Additional job responsibilities	71.1%	28.9%	[illegible]
h.	Promotion or new job	83.7%	16.3%	43

Respondents indicated that the above incentives (with the exception of "publicity for participation" and "special events honoring students") could encourage employees to take additional education or training or to use tuition-aid benefits.

PART F: FACTORS AFFECTING PARTICIPATION

TABLE 41: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU.

A. Education and Training Programs

	Yes, It Is a Problem	No, It Is Not a Problem	N
• The education or training programs I want to take are not offered	20.5%	79.5%	44
• Scheduling of education offerings are not convenient for me	57.1%	42.9%	42
• Programs are held far away from me	48.8%	51.2%	43
• I do not have transportation to get to programs	5.1%	94.9%	39
• Programs held in the evening are unsafe for me to go to	5.1%	94.9%	39

B. Information and Advice

	Yes, It Is a Problem	No, It Is Not a Problem	N
• I don't have adequate information about courses that are available	59.5%	40.5%	42
• I do not have adequate information about what educational institutions are available	46.3%	53.7%	41
• I do not have adequate advice or counseling about available courses and whether I am qualified to take them	46.3%	53.7%	41
• I do not have adequate advice or counseling about available educational institutions	44.2%	55.8%	43
• I do not have adequate advice or counseling about my career opportunities	47.6%	52.4%	42

		Yes, It is a Problem	No, it is Not a Problem	N
C.	Personal and Family			
•	I don't want to take courses on my own time	18.6%	81.4%	43
•	I cannot afford child care or arrangements for child care	5.1%	94.9%	39
•	I don't think I could pass the course	10.5%	89.5%	38
•	I don't have enough free time because of family responsibilities	44.2%	55.8%	43
•	My work is too hard and I am too tired to take courses	17.1%	82.9%	41
•	My work schedule can not be rearranged to take time off to attend an educational program	44.2%	55.8%	43
•	Educational programs would take too long for me to complete	16.3%	83.7%	43
•	My spouse (wife or husband) doesn't want me to	2.6%	97.4%	39
•	My children don't want me to	0.0%	100.0%	39
D.	General			
•	I don't think I would get promoted or get a better job even if I took some education	31.0%	69.0%	42
•	Favoritism in who gets approval	35.9%	64.1%	39
•	If I take a course, my company may think I lack a skill	7.5%	92.5%	40

Overall, factors relating to information and advice were the most commonly identified problems reported or affecting decisions about whether or not to participate in education or training. The second most important group of factors, though less prominent, related to education and training programs available to employees.

A majority of those responding indicated as problems inadequate information about available courses (59.5%) and inconvenient scheduling or educational offerings (57.1%). The next most frequently cited problems were travel to and from the program site (48.8%), inadequate advice/counseling about career opportunities (47.6%), and inadequate advice/counseling about available courses (also 46.3%).

TABLE 42: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

Yes, definitely	51.9%
Yes, probably	35.2%
No	13.0%
	N=54

A majority of the respondents indicated a definite desire to pursue education or training. Thirteen percent indicated that they did not want further education or training.

TABLE 43: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

Yes, definitely	59.3%
Yes, probably	31.5%
No	9.3%
	N=54

Three in five of the respondents indicated a definite need for further education and training. Nine point three percent (9.3%) indicated that they did not personally believe they needed more education or training.

TABLE 44: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS?

Yes, definitely	45.1%
Yes, probably	39.2%
No	15.7%
	N=51

Of the 51 responses, 23 indicated they definitely intended to continue. their education or training in the two years after the survey. An additional 20 indicated they probably would.

TABLE 45: DO YOU THINK YOU WILL USE YOUR TUITION-AID BENEFITS IN THE NEXT (2) YEARS?

Yes, definitely	29.8%
Yes, probably	29.8%

No	40.4%
	N=47

About 30% of the respondents definitely anticipated using tuition-aid within the two years after the survey. An equal number indicated that they would likely make use of the benefits. Two in five reported they did not intend to take advantage of tuition-aid during that time period.

PART G: BACKGROUND INFORMATION

TABLE 46: WHAT IS YOUR SEX?

Male	Female
98.2%	1.8%
	N=56

TABLE 47: HOW OLD ARE YOU?

Under 25	13.2%
25 - 34	17.0%
35 - 44	26.4%
45 - 54	18.9%
55 and over	24.5%
	N=53

Forty-three point four percent (43.4%) of the respondents were age 45 or more.

TABLE 48: WHAT IS YOUR RACIAL BACKGROUND?

Black	13.0%
White	85.2%
American Indian or Alaskan Native	1.9%
Asian or Pacific Islander	0.0%
	N=54

TABLE 49: IS YOUR ETHNIC HERITAGE HISPANIC?

Yes	9.3%
No	90.7%
	N=43

About 10% of those responding were of Hispanic ethnic heritage.

TABLE 50: WHAT IS YOUR CURRENT MARITAL STATUS?

Single, never married	8.9%
Married (not separated)	85.7%
Married (separated)	0.0%
Widowed	0.0%
Divorced	5.4%
	N=56

TABLE 51: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

# of dependents	Children	Other
0	20 (35.7%)	30 (53.6%)
1	11 (19.6%)	17 (30.4%)
2	10 (17.9%)	9 (16.1%)
3	7 (12.5%)	0
4	6 (10.7%)	0
5+	2 (3.5%)	0

TABLE 52: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

Year	
before 1955	8.5%
1955 - 1964	44.7%
1965 - 1974	21.3%

1975 - 1980	25.6%
	N=47

Almost half of the respondents (47%) had children fifteen or younger.

TABLE 53: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

Some high school or less	34.5%
High school diploma or GED	38.2%
Some college, but no associate or bachelor's degree	25.5%
Associate degree	1.8%
Bachelor's degree or higher	0.0%
	N=55

Almost 40% of the workers surveyed completed high school or GED. One-quarter had some postsecondary education, one-third had less than a high school diploma.

TABLE 54: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

before 1955	
1955 - 1960	51.0%
1961 - 1965	8.2%
1966 - 1970	8.2%
1971 - 1975	14.3%
1976 - 1980	10.2%
	N=49

Over half of the respondents attained their highest level of education before 1955.

TABLE 55: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

Yes	62.0%
No	38.0%
	N=50

Three in five respondents had a one-year certificate, trade license, professional license, or journeyman's certificate.

TABLE 56: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

Rural or farm community	20.0%
Small town or village (less than 50,000 people)	22.0%
Medium-sized city or its suburbs (50,000 -225,000 people)	16.0%
Fairly large city or its suburbs (250,000 - 500,000 people)	18.0%
Very large city or its suburbs (over 500 ,000 people)	24.0
	N=50

About 40% of those responding lived in a small town/village or rural/farm community. Twenty-four percent (24.0%) were located in a very large city or its suburbs.

TABLE 57: WHAT SHIFT DO YOU USUALLY WORK?

Day	87.2%
Evening	0.0%
Night	2.1%
Split	10.6%
	N=47

Most of those responding worked the day shift, although 12.7% were on either night or split shift.

TABLE 58: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

1 - 19	20 - 29	30 - 39	40 - 49	50 - 59	60 or more	
0.0%	0.0%	4.0%	90.0%	4.0%	2.0%	N=50

Nine in ten respondents worked a 40-49 hour week on the job they held at the time of the survey. Only 4% worked fewer hours and 6% worked 50 hours or more.

TABLE 59: WHAT IS YOUR PAY CATEGORY?

Hourly	98.1%
Salaried, but paid for overtime	1.9%
Salaried, not paid for overtime	0.0%
	N=53

Almost all respondents were hourly workers.

TABLE 60: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES, DURING 1978?

Less than $7,499	1.9%
$7,500 - $9,999	1.9%
$10,000 - $12,499	7.7%
$12,500 - $14,999	1.9%
$15,000 - $17,499	11.5%
$17,500 - $19,999	9.6%
$20,000 - $22,499	19.2%
$22,500 or more	46.2%
	N=52

Eighty-six point five percent (86.5%) of those responding reported an annual income of $15,000 or more. Incomes less than $10,000 were reported by 3.8% of the respondents.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE SECOND SURVEY ADMINISTRATION AND SELECT COMPARISONS WITH FIRST SURVEY RESULTS

MODEL II (Ohio)

TABLE 1: HOW LONG HAVE YOU BEEN EMPLOYED IN THIS COMPANY ON A CONTINUOUS BASIS?

Less than one year	18.2
1 - 5 years	20.0
6 - 10 years	5.4
11 - 15 years	7.2
16 - 20 years	7.2
21 - 25 years	9.1
26 or more years	32.6

About 18% of the respondents had been at their job for less than one year, 42.5% had been at their job over twenty years.

TABLE 2: HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION IN THIS COMPANY?

Less than one year	69.1
1 - 5 years	16.4
6 - 10 years	3.6
11 - 15 years	1.8
16 - 20 years	1.8
21 - 25 years	1.8
26 or more years	5.4

The majority (69.1%) of the respondents indicated that they were at their current job less than one year.

TABLE 3: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?

	Very Useful	Somewhat Useful	Not very Useful	Useless	Does not Apply	N
High school education	52.5	32.5	7.5	0.0	7.5	40
Previous job experience	84.8	6.5	4.3	2.2	2.2	46
Vocational education or training since high school	48.3	20.7	6.9	0.0	24.1	29
Academic or professional education since high school	44.0	12.0	8.0	4.0	32.0	25

Most of the respondents found their "previous job experience," and "High School Education" very useful. The majority found all forms of learning/training as very/somewhat useful.

TABLE 4: ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION-AID PLAN WHERE YOU WORK?

	T_1	T_2
Yes, very familiar	20.0	29.2
Yes, somewhat familiar	43.6	27.1
No, not familiar	36.4	43.8
	(N=55)	(N=48)

Twenty percent of the respondents at T_1 and 29.2% at T_2 indicated that they were "very familiar" with the Tuition-Aid Plan. About 36% at T_1 and 44% at T_2 indicated that they were not familiar with the T-A plan.

TABLE 5: IF YOU ANSWERED YES TO TABLE 4, DO YOU KNOW WHO SPONSORS THE PROGRAM?

Negotiated as part of company/union contract	25.9
Company sponsored	3.7
Union sponsored	70.4
	(N=27)

TABLE 6: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

Tuition-Aid Plan	T_1	T_2	Education & Training	T_1	T_2
Yes	31.3	32.4	Yes	40.8	38.5
No	68.8	67.6	No	59.2	61.5
	(N=48)	(N=37)		(N=49)	(N=39)

Thirty-one percent of the respondents at T_1 and thirty-two percent at T_2 reported receiving information on the T-A plan during the six months prior to the survey -- not much difference between T_1 and T_2. The percentage of workers reporting receiving information on avialable education and training during the six months prior to the survey declined from about 41% at T_1 to 38.5% at T_2.

TABLE 7: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

	T_1	T_2
Yes	54.3	54.3
No	4.3	4.3
Don't know	41.3	41.3
	(N=46)	(N=46)

The majority of the respondents at both T_1 and T_2 indicated that they were eligible to take a course under the T-A plan.

TABLE 8: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

	T_1	T_2
Yes	50.0	45.7
No	50.0	54.3
	(N=42)	(N=40)

TABLE 9: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS?

	Yes	No	Don't know	N
Employee's immediate supervisor	8.3	29.2	62.5	24
Supervisor of education & training	20.0	25.0	55.0	20

	Yes	No	Don't know	N
Personnel department	5.3	36.8	57.9	19
Joint or union education committee	63.3	0.0	36.7	30
The educational institution offering the course	20.0	25.0	55.0	20
Other company or union representative	23.8	28.6	47.6	21

About 63% of the respondents indicated that the approval of "joint or union education committee" is needed. The larger percentage of "don't know" responses indicates a lack of understanding on the part of the employees regarding application procedures.

TABLE 10: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes, it is a problem		No, it is not a problem	
	T_1	T_2	T_1	T_2
Too much red tape in applying for and getting approval for education or training	31.3	32.1	68.8	67.9
Education programs I want to take are not covered under the tuition-aid plan	32.1	31.6	67.9	68.4
Educational institutions I want to go to are not covered under the plan	22.2	33.3	77.8	66.7
I do not have adequate information about the tuition-aid plan	57.1	40.0	42.9	60.0
Not enough of the costs are covered under the plan	24.0	36.8	76.0	63.2
I am not able to pay in advance, even though I will be reimbursed	40.0	40.9	60.0	59.1
I am not willing to pay in advance	20.8	42.9	79.2	57.1

At T_1 lack of information was the single factor that the majority of the respondents reported as a problem. At T_2, however, the employees' unwillingness to pay in advance and inability to pay in advance, even though they are reimbursed, were reported and constituted the two most important problems.

PART B: PARTICIPATION IN EDUCATION AND TRAINING

TABLE 11: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE LAST TWO (2) YEARS?

Education Program			Training Program		
	T_1	T_2		T_1	T_2
Yes	22.0	11.8	Yes	29.6	12.5
No	78.0	88.2	No	70.4	87.5
	(N=50)	(N=51)		(N=54)	(N=48)

Twenty-two percent of the respondents at T_1 and twelve percent at T_2 said that they had participated in a voluntary education program during the two years prior to the survey. Relative to the training program, about 30% at T_1 and 12% at T_2 said that they had participated.

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX (6) MONTHS?

Education Program		Training Program	
Yes	14.8	Yes	19.2
No	85.2	No	80.8
	(N=27)		(N=26)

About 15% of the respondents indicated that they had participated in voluntary education and 19.2% indicated that they had participated in a voluntary training program.

TABLE 13: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM

	Yes	No	N
a. To get a degree, diploma, or certificate	55.6	44.4	9
b. To upgrade skills for present job	75.0	25.0	12
c. For a different job	72.0	27.3	11
d. For career advancement	76.9	23.1	13
e. For better wages	76.9	23.1	13
f. To prepare for retirement	45.5	54.5	11
g. For leisure time pursuits	54.5	45.5	11
h. For general knowledge	81.3	18.8	16
i. For parenting skills	44.4	55.6	9
j. For religious pursuits	37.5	62.5	8
k. To be a better union member	78.6	21.4	14

Respondents to this question indicated that they participated in voluntary education or training (First 5 reasons in decreasing importance)

1. For general knowledge
2. To be a better union member
3. For better wages
4. For career advancement
5. To upgrade skills for present job

TABLE 14: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM TABLE 13 IN THE SPACES BELOW.

Reason	First Choice	Second Choice	Third Choice
a. To get a degree, diploma, or certificate	22.2	12.5	0.0
b. To upgrade skills for present job	11.1	0.0	20.0
c. For a different job	0.0	0.0	25.0

	First Choice	Second Choice	Third Choice
d. For career development	22.2	12.5	0.0
e. For better wages	0.0	12.5	0.0
f. To prepare for retirement	0.0	0.0	0.0
g. For leisure time pursuits	0.0	12.5	0.0
h. For general knowledge	22.2	12.5	20.0
i. For parenting skills	0.0	0.0	0.0
j. For religious pursuits	0.0	0.0	0.0
k. To be a better union member	22.2	12.5	20.0
	(N=9)	(N=8)	(N=5)

Reasons for participation most frequently indicated by respondents to this question are:

1st Choice: Reasons a, d, h and k with equal weight. Small number of employees responding to this question does not permit drawing definite conclusion.

2nd Choice: Reasons a, d, e, g, h and k with equal weight. Small sample size does not permit drawing any definitive conclusion.

3rd Choice: Reasons b, c, e, h and k with equal weight. Again, due to small sample size one cannot draw any definitive conclusion.

TABLE 15: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
Private vocational/technical or business school	28.6	71.4	0.0	0.0	7
Public vocational, technical, or business	28.6	71.4	0.0	0.0	7
4-year college/university	0.0	100.0	0.0	0.0	2

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
Community College	25.0	50.0	0.0	24.0	4
Company/union run schools or courses	50.0	50.0	0.0	0.0	8
High school	60.0	20.0	20.0	0.0	5
Registered apprenticeship	50.0	50.0	0.0	0.0	2
Correspondence school	66.7	33.3	0.0	0.0	3
Community or social organization such as YMCA or church	33.3	66.7	0.0	0.0	3

Respondents reported general satisfaction with all education and training they had received.

TABLE 16: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	Yes(T_1)	No(T_1)	Yes(T_2)	No(T_2)
You (self-paid)	61.5	38.5	88.9	11.1
Union	88.2	11.8	75.0	25.0
Company -- under tuition-aid plan	0.0	100.0	33.3	66.7
Company -- not under tuition-aid plan	36.4	63.6	0.0	100.0
Government (veteran's benefits, federal loan or grant)	33.3	66.7	55.6	44.4

For those workers responding at T_1 the most common sources of financial assistance for education and training were reported to be the company (under T-A plan), followed by the government, but at T_2 the workers reported "themselves" followed by the union as the major sources.

TABLE 17: IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

Less than one (1) week	18.2
1 week	9.1
2 weeks	0.0
3 weeks	9.1
4 or more weeks	63.6
	(N=11)

For most workers who participated under the T-A plan, it took four or more weeks to receive approval to take the education or training.

PART C: EDUCATIONAL OPPORTUNITIES

TABLE 18: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING.

	Not Important	Important	N
To complete an educational program for a diploma, certificate, or degree	16.7	83.3	30
To meet new people	29.0	71.0	31
To become a more well-rounded person	12.1	87.9	33
For social skills	36.7	63.3	30
To improve job performance	5.6	94.4	36
To learn skills for hobbies	32.3	67.7	31
To be a better union member	11.1	88.9	36
To improve my ability to read, write, speak, and do math	15.6	84.4	32
To be a better parent	28.6	71.4	28
To get a promotion	33.3	66.7	30

	Not Important	Important	N
To improve family life	16.7	83.3	30
To prepare for another job or career	21.9	78.1	32
To better understand community issues	33.3	66.7	30
To learn more (knowledge for the sake of knowledge)	5.6	94.4	36
To become a better worker	11.8	88.2	34
To prepare for retirement	20.0	80.0	35

The four most important uses of further education and training reported are: (1) to learn more; (2) to improve job performance; (3) to be a better union member; and (4) to become a better worker.

TABLE 19: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

	Available			
	Yes	No	Don't know	N
Private vocational, technical or business schools	71.1	5.3	23.7	38
Public vocational, technical or	78.6	4.8	16.7	42
4-year college/university	70.0	15.0	15.0	40
Community college	78.0	7.3	14.6	41
High School	70.3	5.4	24.3	37
Company-run schools or courses	41.2	17.6	41.2	34
Union-run schools or courses	82.1	5.1	12.8	39
On-the-job training	60.0	17.1	22.9	35
Correspondence school	54.5	18.2	27.3	33
Community or social organization such as YMCA or church	61.1	8.3	30.6	36

Respondents reported the most widely available program to be: union-run school or courses, public vocational, technical or business schools, followed by community college. Those reported to be least available were: company-run schools or courses, correspondence school and on-the-job training.

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
Private vocational, technical or business schools	61.3	38.7	31
Public vocational, technical or business schools	73.3	26.7	30
4-year college/university	65.4	34.6	26
Community college	73.3	26.7	30
High school	65.4	34.6	26
Company-run schools or courses	76.0	24.0	25
Union-run schools or courses	91.9	8.1	37
On-the-job training	84.6	15.1	39
Correspondence school	33.3	66.7	21
Community or social organization such as YMCA or church	56.0	44.0	25

The three most preferred educational programs identified by respondents were: Union-run school or courses, on-the-job training, and company-run school or courses. The least preferred programs were: correspondence school, community or social organizations such as YMCA or church followed by private vocational, technical or business schools.

TABLE 21: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
Work site	44.1	35.3	20.6	34
Union hall	72.5	7.5	20.0	40
Education institution	53.3	13.3	33.3	30
Community organization (YMCA, church, etc.)	55.2	13.8	31.0	29
Library	40.6	25.0	34.4	32
At my place of residence	21.4	53.6	25.0	28

The two places most frequently cited as providing educational programs were Union hall, followed by community organization (YMCA, Church, etc.). Those least frequently cited were the respondents' place of residence, followed by library.

TABLE 22: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
Work site	78.8	21.2	33
Union hall	89.2	10.8	37
Education institution	78.6	21.4	28
Community organization (YMCA, church, etc.)	55.6	44.4	27
Library	42.3	57.7	26
At my place of residence	33.3	66.7	27

Union hall, work site and education institution were the three most preferred locations for educational programs.

TABLE 23: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
Lectures or classes	65.6	12.5	21.9	32
Workshops or conferences	60.0	13.3	26.7	30
Correspondence courses	50.0	17.9	32.1	28
Television or video cassettes	33.3	25.9	40.7	27
Radio, records, or audio cassettes	40.7	25.9	33.3	27
Informal discussion groups	46.7	20.0	33.3	30
Private individual instruction	39.3	28.6	32.1	28
On-the-job training	62.5	9.4	28.1	32
Computer-assisted instruction	22.2	37.0	40.7	27
On my own	77.4	12.9	9.7	31

Learning on their own, lecture or classes, and on-the-job training were reported to be the three most available methods of learning. The least available methods were reported to be computer-assisted instruction, TV or video cassettes, and radio, records, or audio cassettes.

TABLE 24: AVAILABLE OR NOT WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	Preference		
	Yes	No	N
Lectures or classes	90.3	9.7	31
Workshops or conferences	94.1	5.9	34
Correspondence courses	30.8	69.2	26
Television or video cassettes	42.3	57.7	26
Radio, records, or audio cassettes	32.0	68.0	25
Informal discussion groups	70.4	29.6	27

	Yes	No	N
Private individual instruction	70.0	30.0	30
On-the-job training	95.0	5.0	40
Computer-assisted instruction	28.0	72.0	25
On my own	70.0	30.0	30

On-the-job training, Workshops or conferences, and lectures or classes were reported to be the preferred methods of learning for more than 90% of the respondents. Those methods least preferred were computer-assisted instruction and correspondence courses

TABLE 25: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	Yes	No/No Response	N
Fellow workers	65.5	34.5	55
Supervisory or company administrative personnel	21.8	78.2	55
Family members	20.0	80.0	55
Anyone interested in the program	50.9	49.1	55
No preference	18.2	81.8	55

About 66% of the respondents indicated that they were willing to participate in an education or training program with their fellow workers. And some 51% indicated that they were willing to participate with anyone interested in the program.

TABLE 26: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU

	Yes	No/No response	N
People who are my own age	38.2	61.8	55
People who are younger than I am	14.5	85.5	55
People who are older than I am	21.8	78.2	55
Any age group - age does not matter	76.4	23.6	55

The majority (76.4%) of the respondents indicated that age was unimportant in their preferences for fellow learners.

PART D: INFORMATION AND ADVICE

TABLE 27: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	T-A Plan		Ed. & Training	
	Yes(T_1)	Yes(T_2)	Yes(T_1)	Yes(T_2)
a. Employee handbook	10.9	5.5	12.7	18.2
b. Handouts to employees	3.6	0.0	9.1	5.5
c. Mailings to home	10.9	14.0	16.4	16.4
d. Bulletin board notices	1.8	5.5	9.1	10.9
e. In company newspapers or newsletters	0.0	3.6	9.1	7.3
f. In union newspaper	30.9	30.9	25.5	27.3
g. At union meetings	30.9	34.5	41.8	27.3
h. At company meetings	1.8	5.5	5.5	3.6
i. From counselor or advisor	7.3	10.9	12.7	7.3
j. From co-workers	9.1	14.5	10.9	12.7
k. From supervisors	1.8	1.8	7.3	1.8
l. From union representatives	29.1	30.9	36.4	16.4
m. Education catalogues or notices	5.5	1.8	9.1	5.5

The source of information most commonly cited by the respondents at T_1 were: union meetings and union newspapers, followed by the union representatives. Exactly the same responses were obtained at T_2 with respect to the most preferred source of information.

The least frequently cited source of information at T_1 were: company newspaper or newsletter, supervisors, and bulletin board notices. But at T_2 handouts to employees, education catalogues or notices, and supervisors were least cited as sources of information.

Regarding education and training, the pattern of the employees' responses was the same as their responses to the T-A plan.

TABLE 28: OF THE METHODS LISTED IN TABLE 27 ABOVE, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.

	First Choice	Second Choice	Third Choice
a. Employee handbook	10.7	4.5	4.8
b. Handouts to employees	0.0	0.0	0.0
c. Mailings to home	14.3	9.1	19.0
d. Bulletin board notices	0.0	4.5	4.8
e. In company newspapers or newsletters	3.6	4.5	9.5
f. In union newspaper	21.4	31.8	4.8
g. At union meetings	35.7	22.7	4.8
h. At company meetings	7.1	0.0	0.0
i. From counselor or adviser	0.0	18.2	23.8
j. From co-workers	3.6	0.0	9.5
l. From union representatives	3.6	4.5	4.8
m. Education catalogues or notices	0.0	0.0	14.2
	(N=28)	(N=22)	(N=21)

As the first choice, 35.7% of the respondents found union meetings, and 21.4% indicated that the union newspaper as the most helpful method of receiving information. As the second choice, about 32% of the respondents indicated that union newspaper as the most helpful method of receiving information and about 23% indicated union meetings as the most helpful method. As their third choice, counselor or advisor and information mailed to their home were cited by 23.8% and 19.0% of the respondents, respectively, as the most helpful method.

TABLE 29: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION-AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	Yes(T_1)	Yes(T_2)*
Co-workers	12.7	5.5
Supervisor	7.1	5.5
Union representative	92.7	80.0
Company representative	12.7	7.3

Respondents most frequently, 92.7% of the time, at T_1 and 80% of the time at T_2, cited union representative as their preferred source of information.

Both at T_1 and T_2, supervisors were reproted as the least preferred souce of information.

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* The balance between those who said "yes" and 100 represents the percent of those who either said "no" and/or did not respond to the particular question.

TABLE 30: IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS?

Company	T_1	T_2	Union	T_1	T_2
Yes	20.0	16.7	Yes	73.6	74.4
No	43.3	11.1	No	7.5	0.0
Don't know	36.7	72.2	Don't know	18.0	25.6
	(N=53)	(N=18)		(N=53)	(N=18)

Twenty percent of the respondents at T_1 and 16.7% at T_2 indicated that there is a designated person in the company who can provide advice/information on education and careers. But 73.6% of the respondents at T_1 and 74.4% at T_2 indicated that there is a designated person in the union who can provide advice/information on education and careers.

TABLE 31: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

	T_1	T_2
Yes	36.6	30.0
No	63.4	70.0

About 37% of the respondents at T_1 and 30% at T_2 indicated that they had seen this indivdual in the two years prior to the survey.

TABLE 32: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

	T_1	T_2
Yes	30.0	20.8
No	70.0	79.2
	(N=30)	(N=24)

Thirty percent of the respondents at T_1 and 20.8% at T_2 indicated that they had consulted this individual for help in education or career planning within the six months prior to the survey.

TABLE 33: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

	T_1	T_2
Yes, very useful	58.8	54.5
Somewhat useful	29.4	36.4
No, not useful	11.8	9.1
	(N=17)	(N=11)

About 59% of the respondents at T_1 and 54% at T_2 who had seen a counselor or advisor reported the meeting as "very useful." Another 29.4% at T_1 and 36.4% at T_2 described it as "somewhat useful."

TABLE 34: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

	T_1	T_2
Yes, definitely	56.9	59.1
Maybe	35.3	29.5
No	7.8	11.4
	(N=51)	(N=44)

The majority of the respondents at T_1 and T_2 indicated that they would talk to a counselor/advisor if they were available regarding education or career plans.

TABLE 35: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	T_1	T_2
Yes	40.4	48.7
No	29.8	20.5
Don't know	29.8	30.8
	(N=47)	(N=39)

About 40% of the respondents at T_1 and about 48.7% at T_2 indicated that the company does encourage employees to seek additional education or training. About 30% of the employees at T_1 and 20% at T_2 indicated that the company does not so encourage its employees.

TABLE 36: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION-AID BENEFITS?

	T_1	T_2
Yes	26.7	16.2
No	24.4	27.0
Don't know	48.9	56.8
	(N=45)	(N=37)

About 27% of the respondents at T_1 and 16% at T_2 indicated that the company encourages employees to use Tuition-Aid. However, 24.4% at T_1 and 27% at T_2 indicated that the company does not encourage employees to use Tuition-Aid.

TABLE 37: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	T_1	T_2
Yes	26.7	80.9
No	24.4	0.0
Don't know	48.9	19.1
	(N=45)	(N=47)

About 27% of the respondents at T_1 and a significantly higher percentage (80.9%) at T_2 indicated that their local union encourages the members to seek additional education or training.

TABLE 38: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION-AID BENEFITS?

	T_1	T_2
Yes	62.7	48.9
No	5.9	2.2
Don't know	31.4	48.9
	(N=51)	(N=45)

About 63% of the respondents at T_1 and about 49% at T_2 indicated that their local union does encourage them to use Tuition-Aid benefits.

TABLE 39: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION-AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	Tuition-Aid Benefit			Education or Training		
	Yes	No	N	Yes	No	N
Supervisor	0.0	100.0	15	20.0	80.0	15
Fellow workers	33.3	66.7	15	40.0	60.0	15
Shop steward(s)	29.4	70.6	17	38.9	61.1	18
Union leaders	55.6	44.4	27	70.4	29.6	27
Friends outside of work	38.9	61.1	18	35.3	64.7	17
Family	66.7	33.3	3	100.0	0.0	1

About 67% of the respondents indicated receiving encouragement from their family to use T-A benefits and 55.6% indicated that they received such encouragements from their union leaders. A similar pattern was observed regarding the encouragement to use education or training.

TABLE 40: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION-AID BENEFITS?

	Yes	No	N
Letter of commendation	50.0	50.0	28
Special events held honoring students	40.0	60.0	25
Financial bonus	82.0	17.2	29
Consideration in career development reviews	60.7	39.2	28
Wage increase	86.5	13.5	37
Publicity for participating	22.7	77.3	22
Additional job responsibilities	76.7	23.3	30
Promotion or new job	82.9	17.1	35

The majority of the respondents to this question indicated that all of the above incentives, except "Publicity for participating," and "Special events held honoring students," could encourage workers to take additional education or training or to use Tuition-Aid benefits.

PART F: FACTORS AFFECTING PARTICIPATION

TABLE 41: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU.

	Yes, it is a problem		No, it is not a problem	
	T_1	T_2	T_1	T_2
A. Education and Training Programs				
The education or training programs I want to take are not offered	20.5	31.3	79.5	68.8
Scheduling of education offerings are not convenient for me	57.1	41.9	42.9	58.1
Programs are held far away for me	48.8	50.0	51.2	50.0
I do not have transportation to get to programs	5.1	10.0	94.9	90.0
Programs held in the evening are unsafe for me to go to	5.1	9.7	94.9	90.3
B. Information and Advice				
I don't have adequate information about the courses that are available	59.5	57.1	40.5	42.9
I do not have adequate information about what educational institutions are available	46.3	54.5	53.7	33.3
I do not have adequate advice or counseling about available courses and whether I am qualified to take them	46.3	66.7	53.7	33.3
I do not have adequate advice or counseling about available educational institutions	44.2	62.5	55.8	37.5
I do not have adequate advice or counseling about my career opportunities	47.6	67.6	52.4	32.4

	Yes, it is a problem		No, it is not a problem	
	T_1	T_2	T_1	T_2
C. Personal Family				
I don't want to take courses on my own time	18.6	9.1	81.4	90.9
I cannot afford child care or make arrangements for child care	5.1	11.1	94.9	88.9
I don't think I could pass the course	10.5	3.3	89.5	96.7
I don't have enough free time because of family responsibilities	44.2	33.3	55.8	66.7
My work is too hard and I am too tired to take courses	17.1	10.7	82.9	89.3
My work schedule cannot be rearranged to take time off to attend an educational program	44.2	50.0	55.2	50.0
Educational programs would take too long for me to complete	16.3	29.4	83.7	70.6
My spouse (wife or husband) doesn't want me to	2.6	3.7	97.4	96.3
My children don't want me to	0.0	7.7	100.0	92.3
D. General				
I don't think I would get promoted or get a better job even if I took some education	31.0	21.9	69.0	78.1
Favoritism in who gets approval	35.9	29.6	64.1	70.4
If I take a course, my company may think I lack a skill	7.5	11.5	92.5	88.5

Overall, both at T_1 and T_2, factors relating to information and advice were the most serious problems identified by workers as affecting their decisions about whether or not to participate in education or training. Among the "education and training program" variables, the majority of the respondents both at T_1 and T_2 indicated the scheduling of education offerings were not convenient for them.

Of the "personal problems," 44.2% of the respondents at T_1 and the majority at T_2, pointed out that they did not have enough free time because of family responsibilities, and their work schedule could not be rearranged to take time off to attend an educational program. Relative to the "general problems," about 36% of the respondents at T_1 and about 30% at T_2 indicated "favoritism in who gets approval," constituted a problem.

TABLE 42: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

	T_1	T_2
Yes, definitely	51.9	45.7
Yes, probably	35.2	32.6
No	13.0	21.7
	(N=54)	(N=46)

About 52% of the respondents at T_1 and 46% at T_2 indicated that they definitely wanted to take further education or training. Thirteen percent at T_1 and about 22% at T_2 indicated that they were not interested in any further education or training.

TABLE 43: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

	T_1	T_2
Yes definitely	59.3	41.3
Yes, probably	31.5	39.1
No	9.3	19.6
	(N=54)	(N=46)

About 59% of the respondents at T_1 and 41% at T_2 indicated that they definitely needed more education or training. Slightly over 9% at T_1 and near 20% of the respondents at T_2 indicated that they did not need any more education or training.

TABLE 44: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS?

	T_1	T_2
Yes, definitely	45.1	25
Yes, probably	39.2	35
No	15.7	40
	(N=51)	(N=40)

About 45% of the respondents at T_1 and only 25% at T_2 indicated that they definitely intended to continue their education or training in the next two years. Over 39% at T_1 and 35% of the respondents at T_2 indicated that they "probably would continue their education or training in the next two years.

TABLE 45: DO YOU THINK YOU WILL USE YOUR TUITION-AID BENEFITS IN THE NEXT (2) YEARS?

	T_1	T_2
Yes, definitely	29.8	31.6
Yes, probably	29.8	23.7
No	40.4	44.7
	(N=47)	(N=38)

Close to 30% of the respondents at T_1 and about 32% at T_2 believed that they will use T-A benefits in the next two years. Over 40% at T_1 and about 45% at T_2 indicated that they did not think that they will use T-A benefits in the next two years.

PART G: BACKGROUND INFORMATION

TABLE 46: WHAT IS YOUR SEX?

	T_1	T_2
Male	98.2	100.0
Female	1.8	0.0
	(N=56)	(N=53)

TABLE 47: HOW OLD ARE YOU?

	T_1	T_2
Under 25	13.2	2.0
25 - 34	17.0	16.0
35 - 44	26.4	18.0
45 - 54	18.9	34.0
55 and over	24.5	30.0
	(N=53)	(N=50)

While over 30% of the respondents at T_1 were below age 35, only 18% of the respondents at T_2 were below 30, showing that the respondents at T_2 were, on the average, "older" than those at T_1.

TABLE 48: WHAT IS YOUR RACIAL BACKGROUND?

	T_1	T_2
Black	13.0	10.0
White	85.2	90.0
American Indian or Alaskan Native	1.9	0.0
Asian or Pacific Islander	0.0	0.0
	(N=54)	(N=50)

Thirteen precent of the respondents at T_1 and 10% at T_2 were blacks. Ninety percent of the respondents at T_2, as compared with 85.2% at T_1, were whites.

TABLE 49: IS YOUR ETHNIC HERITAGE HISPANIC?

	T_1	T_2
Yes	9.3	5.9
No	90.7	94.1
	(N=43)	(N=34)

About 9% of the respondents at T_1 and 6% at T_2 were of Hispanic Ethnic Heritage.

TABLE 50: WHAT IS YOUR CURRENT MARITAL STATUS?

	T_1	T_2
Single, never married	8.9	9.6
Married (not separated)	85.7	80.8
Married (separated)	0.0	1.9

	T_1	T_2
Widowed	0.0	0.0
Divorced	5.4	7.7
	(N=56)	(N=52)

About 86% of the respondents at T_1 and 81% at T_2 were married (not separated). The percent "divorced" at T_2 was higher than that of T_1 by more than two percentage points.

TABLE 51: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

# of dependents	Children	Others
0	52.7	67.3
1	12.7	30.9
2	20.0	1.8
3	7.3	0.0
4	0.0	0.0
5+	7.2	0.0
	(N=26)	(N=18)

About 33% of the respondents had 1 - 2 dependent children. And about 31% had one dependent other than children.

TABLE 52: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

Year	Percent
Before 1955	21.0
1955 - 1964	34.3
1965 - 1974	31.7
1975 - 1980	13.1

About 20% of the respondents reported that they had attained their highest level of education during the past 10 years. prior to the survey. And 6.9% indicated that they received it during the past five years.

TABLE 55: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

Yes	61.7
No	38.3
	(N=47)

The majority (61.7%) of the respondents reported as having a one-year certificate, trade license, professional license, or journeyman's certificate.

TABLE 56: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

Rural or farm community	10.2
Small town or village (less than 50,000 people)	34.7
Medium-sized city or its suburbs (50,000 - 25,000 people)	16.3
Fairly large city or its suburbs (250,000 - 500,000 people)	18.4
Very large city or its suburbs (over 500,000 people)	20.4
	(N=49)

About one out of every five respondents came from a very large city or its suburbs; and another 18.4% came from a very large city or its suburbs. One out of every 10 respondents came from the rural or farm community.

About 13 percent of the respondents indicated that their last child was born during the 1975 - 80 period; and another 31.7% indicated that their last child was born between 1965 and 1974.

TABLE 53: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

	T_1	T_2
Some high school or less	34.5	41.2
High school diploma or GED	38.2	41.2
Some college, but no associate or bachelor's degree	25.5	13.7
Associate degree	1.8	2.0
Bachelor's degree or higher	0.0	2.0
	(N=55)	(N=51)

The majority of the respondents, both at T_1 and T_2 had a high school diploma or GED, or less education. While none of the respondents at T_1 had a bachelor's degree or higher, two percent of the respondents at T_2 reported having a bachelor's degree or higher.

TABLE 54: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

Before 1955	65.2
1955 - 1960	10.8
1961 - 1965	0.0
1966 - 1970	4.3
1971 - 1975	13.0
1976 - 1980	6.9

TABLE 57: WHAT SHIFT DO YOU USUALLY WORK?

Day	93.6
Evening	6.4
Night	0.0
Split	0.0
	(N=47)

About 94% of the respondents worked during the day, and only 6% worked in the evenings.

TABLE 58: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

# of hours worked	
00 - 19	0.0
20 - 29	0.0
30 - 39	5.4
40 - 49	93.2
50 - 59	0.0
60 or over	2.3
	(N=44)

About 33% of the respondents worked 40 - 49 hours per week, and another 2.3% worked 60 or more hours per week. Only 4.5% of the respondents worked less than 40 hours.

TABLE 59: WHAT IS YOUR PAY CATEGORY?

Hourly	100.0
Salaried, but paid for overtime	0.0
Salaried, not paid for overtime	0.0

All of the respondents were paid on an hourly basis.

TABLE 60: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES, DURING 1978?

	T_1	T_1
Less than $7,499	1.9	4.3
$7,500 - $9,999	1.9	4.3
$10,000 - $12,4999	7.7	8.7
$12,500 - $14,999	1.9	0.0
$15,000 - $17,499	1.9	0.0
$17,500 - $19,999	9.6	21.7
$20,000 - $22,499	19.2	21.7
$22,500 or more	46.2	30.4
	(N=52)	(N=46)

About 86% of the respondents at T_1 and 82% at T_2 earned an annual income of $15,000 or more.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE FIRST SURVEY ADMINISTRATION

MODEL III (Connecticut)

PART A: GENERAL INFORMATION

TABLE 1: WHAT IS THE NAME OF YOUR UNION AND WHAT IS YOUR LOCAL UNION NUMBER?

Union	Absolute freq	Adjusted freq(%)	
1. CEUI	19	20.0	
2. CSEA	76	80.0	
3. No Resonse	3	Missing	
Total	98	100.0	(N=95)

Of the total pool of 95 respondents to this question, 80% identified themselves as CSEA members, 20% identified themselves as CEUI members. Three workers taking the survey did not respond.

TABLE 2: HOW LONG HAVE YOU BEEN EMPLOYED IN THIS COMPANY ON A CONTINUOUS BASIS?

A. Less than one (1) year. (Number of months___)

Month	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)	
3	1	1.0	14.3	14.3	
4	1	1.0	14.3	28.6	
5	3	3.1	42.9	71.4	
8	1	1.0	14.3	85.7	
9	1	1.0	14.3	100.0	
0*	91	92.9	Missing	100.0	
Total	98	100.0	100.0		(N=7)

B. Year(s) (to the closest year)

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1	8	8.2	9.3	9.3
2	15	15.3	17.4	26.7
3	6	6.1	7.0	33.7
4	6	6.1	7.0	40.7
5	8	8.2	9.3	50.0
7	4	4.1	4.7	54.7
8	3	3.1	3.5	58.1
9	2	2.0	2.3	60.5

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* Zero for Table 2A represents the 91 workers who have been employed for one or more years or did not respond.

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)	
10	7	7.1	8.1	68.6	
11	5	5.1	5.8	74.4	
12	4	4.1	4.7	79.1	
13	2	2.0	2.3	81.4	
14	2	2.0	2.3	83.7	
15	2	2.0	2.3	86.0	
16	3	3.1	3.5	89.5	
17	1	1.0	1.2	90.7	
18	2	2.0	2.3	93.0	
19	2	2.0	2.3	95.3	
20	1	1.0	1.2	96.5	
21	1	1.0	1.2	97.7	
27	1	1.0	1.2	98.8	
35**	1	1.0	1.2	100.0	
0	12	12.2	Missing	100.0	
Total	98	100.0	100.0		(N=86)

Notes on Tables 2A and B:

These tables are, for the most part, self-explanatory. Frequency types are illustrated by the following example relating to the second line in Table 2A.

Month/Absolute frequency -- Of the 98 workers taking the survey, one has been employed for four months.

Relative frequency -- One percent of the total sample (98 workers) has been employed for four months.

Adjusted frequency -- 14.3% of the seven respondents to this question (who have worked for the state for less than one year) have been with the state for four months.

Cumulative frequency -- 28.6% of the respondents to this question (still seven individuals) have worked for the state for four months or less.

Table 2A -- Seven individuals, or approximately 7% of the total number of workers surveyed, indicated that they have been employed by the state for less than one year.

Table 2B -- Eighty-six individuals or approximately 86% of the total number of workers surveyed indicated that they have been employed by the state for one year or longer. Fifty percent of these respondents indicated that they have been with the state for five years or less.

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* Zero for Table 2B represents the 12 workers who either have been employed for less than one year or who did not respond.

TABLE 3: HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION IN THIS COMPANY?

A. Less than one(1) year (Number of months __________)

Months	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
2	2	2.0	13.3	13.3
3	1	1.0	6.7	20.0
4	3	3.1	20.0	40.0
5	4	4.1	26.7	66.7
6	1	1.0	6.7	73.3
8	4	4.1	26.7	100.0
0	83	84.7	Missing	100.0
Total	98	100.0	100.0	

(N=15)

B. Year(s) (to the closest year)

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1	10	10.2	12.0	12.0
2	15	15.3	18.1	30.1
3	7	7.1	8.4	38.6
4	4	4.1	4.8	43.4
5	8	8.2	9.6	53.0
6	5	5.1	6.0	59.0
7	4	4.1	4.8	63.9
8	2	2.0	2.4	66.3
9	3	3.1	3.6	69.9
10	7	7.1	8.4	78.3
11	4	4.1	4.8	83.1
12	3	3.1	3.6	86.7
13	1	1.0	1.2	88.0
15	1	1.0	1.2	89.2
16	3	3.1	3.6	92.8
18	2	2.0	2.4	95.2
19	1	1.0	1.2	96.4
20	1	1.0	1.2	97.6
21	1	1.0	1.2	98.8
25	1	1.0	1.2	100.0
0	15	15.3	Missing	100.0
Total	98	100.0	100.0	

(N=83)

Table 3A -- Fifteen individuals (or approximately 15% of the total number of workers surveyed) indicated that they have held their current job for less than one year.

Table 3B -- Eighty-three individuals (or approximately 85% of the total number of workers surveyed) indicated that they have held their current job for one year or longer.

TABLE 4: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?

	Very Useful	Somewhat Useful	Not Very Useful	Useless	Does not Apply	N
a. High school education	52.1	34.0	5.3	4.3	4.3	94
b. Previous job experience	42.2	32.2	5.6	4.4	15.6	90
c. Vocational education or training since high school	18.8	21.3	7.5	3.8	48.8	80
d. Academic or professional experience since high school	21.3	17.5	6.3	5.0	50.0	80

Most workers report their high school education or previous job experience as being very-somewhat useful for their current job.

TABLE 5: ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION AID PLAN WHERE YOU WORK?

1. Yes, very familiar	3.1%
2. Yes, somewhat familiar	22.4%
3. No, not familiar	74.5% (N=98)

Seventy-four point five percent of the respondents indicated that they were not familiar with a tuition aid plan. Although 22.4% reported some degree of awareness regarding a plan, only 3.1% considered themselves very familiar with a plan.

TABLE 6[*]: IF YOU ANSWERED YES TO QUESTION __, DO YOU KNOW WHO SPONSORS THE PROGRAM?

1. Negotiated as part of company/union contract	19.2%
2. Company sponsored	76.9%
3. Union sponsored	3.8% (N=26)

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[*] Only respondents who indicated familiarity with their tuition-aid plan were required to answer survey questions 8 and 10-13. Responses to these questions are shown in Tables 6 and 8-10. This account for "N" in these tables being a much smaller number than the total survey population (98 workers).

Approximately 77% of the respondents felt that their plan was company-sponsored About 19% thought that the plan was negotiated, and about 4% attributed sponsorship of the plan to the union.

TABLE 7: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

Tuition Aid Plan		Education & Training	
1. Yes	4.4%	1. Yes	28.9%
2. No	95.5%	2. No	71.1%
	(N-90)		(N=90)

Approximately 4% of the respondents reported receiving information on their plan during the six months prior to the survey. The percentage of workers reported receiving information on education and training during the same period was 28.9%.

TABLE 8: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION AID PLAN?

1. Yes	10.9%
2. No	0.0%
3. Don't know	89.1%
	(N=64)

Approximately nine out of ten workers (89.1%) responding to this question did not know whether they were able to take a course under their plan. Slightly more than one worker in ten (10.9%) felt that he/she was eligible to participate.

TABLE 9: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION AID PLAN?

1. Yes	19.0%
2. No	81.0%
	(N=63)

Approximately eight out of ten respondents (81.0%) indicated that they did not know how to request approval for a course under their plan.

TABLE 10: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION AID BENEFITS?

	Yes	No	Don't know	N
a. Employee's immediate supervisor	40.0	7.3	52.7	55
b. Supervisor of education & training	34.0	4.3	61.7	47
c. Personnel department	37.5	4.2	58.3	48
d. Joint or union education committee	7.1	11.9	81.0	42
e. The educational institution offering the course	26.7	13.3	60.0	45
f. Other company or union representative	2.4	19.0	78.6	42

Forty percent of the respondents felt that the approval of the immediate supersor is necessary to apply for benefits. Thirty-seven point five (37.5%) of the respondents felt that personnel department approval is necessary. Thirty-four percent of the respondents felt that the approval of the supervisor of education and training is needed.

The large number of "Don't know" responses suggests a lack of understanding on the part of the employees regarding application procedures.

TABLE 11: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes, it is a problem	No, it is not a problem	N
a. Too much red tape in applying for and getting approval for education or training	28.9	71.1	45
b. Education programs I want to take are not covered under the tuition aid plan	24.3	75.7	37
c. Educational institutions I want to go to are not covered under the plan	25.0	75.0	40
d. I do not have adequate information about the tuition aid plan	66.0	34.0	50
e. Not enough of the costs are covered under the plan	36.1	63.9	36
f. I am not able to pay in advance, even though I will be reimbursed	40.0	60.0	40
g. I am not willing to pay in advance	39.5	60.5	38

Lack of information was the single most commonly reported problem among respondents. (66%) Other factors also reported as significant are problems with financing education (36.1% - 40% depending on the specific questions. All of the factors listed above were reported as significant by at least 24.3% of the respondents.

PART B: PARTICIPATION IN EDUCATION AND TRAINING

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE LAST TWO (2) YEARS?

Education Program		Training Program	
1. Yes	26.9%	1. Yes	20.7%
2. No	73.1%	2. No	79.3%
	(N=93)		(N=92)

Approximately 27% of the respondents reported participating in a voluntary education program during the two years prior to the survey. Approximately 21% of the respondents reported participating in voluntary training within this time period.

TABLE 13:[*] HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX (6) MONTHS?

Education Program		Training Program	
1. Yes	25.4%	1. Yes	18.3%
2. No	74.6%	2. No	81.7%
	(N=63)		(N=60)

Over 25% (25.4%) of the respondents said that they had participated in a voluntary education program in the six months prior to the survey. Reported participation in voluntary training during this period was slightly lower, at 18.3%.

TABLE 14: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM?

Reason	Yes	No	N
a. To get a degree, diploma, or certificate	51.4	48.6	35
b. To upgrade skills for present job	64.3	35.7	42
c. For a different job	35.3	64.7	34
d. For career advancement	79.5	20.5	39
e. For better wages	76.9	23.1	39
f. To prepare for retirement	21.2	78.8	33
g. For leisure time pursuits	21.9	78.1	32
h. For general knowledge	86.1	13.9	36
i. For parenting skills	21.9	78.1	32
j. For religious pursuits	0.0	100.0	32
k. To be a better union member	6.3	93.8	32

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[*] Only respondents who indicated that they had participated in voluntary education or training were required to answer the remaining Part B survey questions. Response to these questions are shown in Tables 14-18. This accounts for "N" in these tables being a much smaller number than the total survey population (98 workers).

The most frequently cited reason for participation was for general knowledge (86.1%). For career advancement (79.5%), for better wages (76.9%) and to upgrade skills for present job (64.3%)were also frequently cited.

Reasons for participation cited least frequently were: for religious pursuits (0%) and to be a better union member (6.3%).

TABLE 15: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW.

	1st Choice	2nd Choice	3rd Choice
a. To get a degree, diploma or certificate	9.4	6.2	11.1
b. To upgrade skills for present job	34.4	15.6	22.2
c. For different job	3.1	18.8	7.4
d. For career advancement	28.1	18.8	22.2
e. For better wages	15.6	12.5	18.5
f. To prepare for retirement	0.0	0.0	0.0
g. For leisure time pursuits	0.0	3.1	3.7
h. For general knowledge	9.4	21.9	14.8
i. For parenting skills	0.0	0.0	0.0
j. For religious skills	0.0	0.0	0.0
k. To be a better union member	0.0	3.1	0.0
l. Other	0.0	0.0	0.0
	(N=32)	(N=32)	(N=27)

Reasons for participation most frequently indicated by respondents are:

1st Choice - To upgrade skills for present job, followed by for career advancement.

2nd Choice - For general knowledge followed by for career advancement and for a different job.

3rd Choice - To upgrade skills for present job and for career advancement.

Reasons least frequently indicated overall were: to prepare for retirement, for parenting skills, and for religious pursuits.

TABLE 16: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
a. Private vocational/technical or business school	50.0	50.0	0.0	0.0	6
b. Public vocational, technical, or business school	40.0	60.0	0.0	0.0	10
c. 4-year college/university	50.0	0.0	50.0	0.0	2
d. Community college	57.1	42.9	0.0	0.0	7
e. Company/union run schools or courses	41.2	41.2	17.6	0.0	17
f. High school	66.7	33.3	0.0	0.0	21
g. Registered apprenticeship	0.0	0.0	0.0	0.0	0
h. Correspondence school	0.0	0.0	100.0	0.0	1
i. Community or social organization such as YMCA or church	33.3	66.7	0.0	0.0	3

Respondents reported reported general satisfaction with most education and training they had received. The most used sources of education and training were high school programs (21 respondents), company/union run schools or courses (17 respondents) and public vocational, technical, or business schools (10 respondents).

TABLE 17: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	Yes	No	N
a. You	52.0	48.0	25
b. Union	14.3	85.7	21
c. Company -- under tuition aid plan	20.0	80.0	20
d. Company -- not under tuition aid plan	46.2	53.8	26
e. Government (Veteran's benefits, federal loan or grant)	23.8	76.2	21

For those workers responding, the most common sources of financial assistance for education and training were reported to be the worker and the company (not under a tuition aid plan). The least common source reported was the union. Only four workers reported financial assistance under their tuition aid plan.

TABLE 18: IF YOU PARTICIPATED UNDER YOUR TUITION AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

a. Less than one (1) week	20.0%
b. 1 week	30.0%
c. 2 weeks	40.0%
d. 3 weeks	0.0%
e. 4 or more weeks	10.0%
	(N=10)

Length of time to receive approval was reported to be two weeks or less by nine out of ten respondents.

PART C: EDUCATIONAL OPPORTUNITIES

TABLE 19: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING.

	Not Important	Important	N
a. To complete an educational program for a diploma, certificate, or degree	26.4	73.6	87
b. To meet new people	49.4	50.6	85
c. To become a more well-rounded person	10.5	89.5	86
d. For social skills	45.8	54.2	83
e. To improve job performance	8.6	91.4	93
f. To learn skills or hobbies	66.7	33.3	84
g. To be a better union member	73.5	26.5	83
h. To improve my ability to read, write, speak, and do math	17.0	83.0	88
i. To be a better parent	51.2	48.8	82
j. To get a promotion	10.1	89.9	89
k. To improve family life	41.0	59.0	83
l. To prepare for another job or career	18.4	81.6	87
m. To better understand community issues	26.4	73.6	87
n. To learn more (knowledge for the sake of knowledge)	14.3	85.7	91
o. To become a better worker	12.4	87.6	89
p. To prepare for retirement	36.0	64.0	86

The four uses of further education and training most frequently cited as important were: to improve job performance, to get a promotion, to become a more well-rounded person, and to become a better worker.

TABLE 20: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

	Available			
	Yes	No	Don't know	N
a. Private vocational, technical or business schools	66.3	4.3	29.3	92
b. Public vocational, technical or business schools	75.8	3.3	20.9	91
c. 4-year college/university	75.9	6.9	17.2	87
d. Community college	85.1	2.3	12.6	87
e. High School	85.9	0.0	14.1	92
f. Company-run schools or courses	36.9	8.3	54.8	84
g. Union-run schools or courses	10.7	16.7	72.6	84
h. On-the-job training	32.6	12.8	54.7	86
i. Correspondence school	20.0	8.1	70.9	86
j. Community or social organization such as YMCA or church	58.4	7.9	33.7	89

The two places most frequently cited as providing educational programs were education institutions and community organizations. Those least frequently cited were the union hall and the employee's home. Respondents most frequently reported that they did not know about the availability of educational programs at the union hall and libraries.

TABLE 23: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
a. Work site	81.8	18.2	88
b. Union hall	21.3	78.7	80
c. Education institution	84.9	15.1	86
d. Community organization (YMCA, church, etc.)	42.0	58.0	81
e. Library	53.0	47.0	83
f. At my place of residence	28.8	71.2	80

Education institutions and at the work site were the two places most frequently cited as preferred. The union hall and employee's home were least preferred.

TABLE 24: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

	Yes	No	Don't know	N
a. Lectures or classes	46.7	7.8	45.6	90
b. Workshops or conferences	34.1	11.4	54.5	88
c. Correspondence courses	21.3	12.4	66.3	89
d. Television or video cassettes	16.1	17.2	66.7	87
e. Radio, records, or audio cassettes	13.8	18.4	67.8	87
f. Informal discussion groups	19.3	14.8	65.9	88
g. Private individual instruction	12.5	27.3	60.2	88
h. On-the-job training	36.4	20.5	43.2	88
i. Computer-assisted instruction	15.3	15.3	69.4	85
j. On my own	44.0	23.8	32.1	84

Lectures or classes, on my own, on-the-job training, and workshops or conferences were reported to be the four most available methods of learning. The least available. methods were reported to be private individual instruction, computer-assisted instruction, television or video cassettes and informal discussion groups. The large number of don't know responses indicate lack of information on available learning opportunities.

Respondents reported the most widely available education programs to be high schools, community colleges, public vocational, technical or business schools, and four-year colleges and universities. Those reported to be least available were union-run schools or courses and correspondence schools. Respondents reported that they did not know about the availability of union-run schools or courses, correspondence schools, company-run schools or courses, and on-the-job training.

TABLE 21: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
a. Private vocational, technical or business schools	54.1	45.9	85
b. Public vocational, technical or business schools	77.5	22.5	89.
c. 4-year college/university	56.0	44.0	84
d. Community college	83.3	16.7	84
e. High school	58.3	41.7	84
f. Company-run schools or courses	75.3	24.7	81
g. Union-run schools or courses	51.9	48.1	81
h. On-the-job training	85.1	14.9	87
i. Correspondence school	18.3	81.7	82
j. Community or social organization such as YMCA or church	35.7	64.3	84

The preferred educational programs identified by respondents were on-the-job training, community colleges, public vocational, technical or business schools, and company-run schools or courses. The programs cited least frequently as preferred were correspondence schools and community or social organizations.

TABLE 22: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
a. Work site	24.4	24.4	51.1	90
b. Union hall	2.3	21.8	75.9	87
c. Education institution	60.7	2.2	37.1	89
d. Community organization (YMCA, church, etc)	30.7	10.2	59.1	88
e. Library	18.8	16.5	64.7	85
f. At my place of residence	15.7	60.2	24.1	83

TABLE 25: AVAILABLE OR NOT WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	Preference		
	Yes	No	N
a. Lectures or classes	82.8	17.2	87
b. Workshops or conferences	82.0	18.0	89
c. Correspondence courses	27.9	72.1	86
d. Television or video cassettes	37.5	62.5	88
e. Radio, records, or audio cassettes	31.0	69.0	84
f. Informal discussion groups	73.3	26.7	86
g. Private individual instruction	55.7	44.3	88
h. On-the-job training	89.1	10.9	92
i. Computer-assisted instruction	43.5	56.5	85
j. On my own	39.1	60.9	87

On-the-job training, lectures or classes, and workshops or conferences were reported to be the preferred methods of learning for over 80% of the respondents. The least preferred methods were correspondence courses; radio, records or audio cassettes; and television or video cassettes.

TABLE 26: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	Yes	No/NA*	N
a. Fellow workers	52.6	47.4	97
b. Supervisory or company administrative personnel	34.7	65.3	98
c. Family members	15.3	84.7	98
d. Anyone interested in the program	65.3	34.7	98
e. No preference	29.6	70.4	98

The majority of workers (65.3%) indicated that they are willing to participate in an education or training program with anyone interested in the program.

TABLE 27: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU?

	Yes	No/NA*	N
a. People who are my own age	28.6	71.4	98
b. People who are younger than I am	9.2	90.8	98
c. People who are older than I am	8.2	91.8	98
d. Any age group - age does not matter	81.6	18.4	98

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*NA stands for "not answered", or "not applicable".

The vast majority (81.6%) of workers surveyed indicated that age was unimportant in their preferences for fellow learners.

PART D: INFORMATION AND ADVICE

TABLE 28: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	Tuition aid Plan		Education & Training	
	Yes	No/NA	Yes	No/NA
a. Employee handbook	4.1	95.9	9.2	90.8
b. Handouts to employees	10.2	89.8	30.6	69.4
c. Mailings to home	4.1	95.9	7.1	92.9
d. Bulletin board notices	9.2	90.8	21.4	78.6
e. In company newspaper or newsletters	9.2	90.8	20.4	79.6
f. In union newspaper	5.1	94.9	10.2	89.8
g. At union meetings	1.0	99.0	3.1	96.9
h. At company meetings	2.0	98.0	1.0	99.0
i. From counselor or adviser	3.1	96.9	3.1	96.9
j. From co-workers	10.2	89.8	16.3	83.7
k. From supervisors	6.1	93.9	15.3	84.7
l. From union representatives	4.1	95.9	3.1	96.9
m. Education catalogues or	7.1	92.9	13.3	86.7
notices	7.1	92.9	13.3	86.7

For the tuition aid plan and education and training, the sources of information most frequently cited by respondents were co-workers, handouts, bulletin boards and company newspapers or newsletters.

Least frequently cited sources were company and union meetings, counselors or advisers, and union representatives.

With the exception of handouts to employees, which was cited by 30.6% of the respondents, maximum of 21.4% of the workers surveyed reported receiving information through any one source.

In all but three categories, more respondents reported receiving information on education and training than on their tuition aid plan.

Table 29: OF THE METHODS LISTED IN QUESTION 30 ABOVE, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.

Methods	1st Choice	2nd Choice	3rd Choice
a. Employee handbook	20.0	5.8	4.2
b. Handouts to employees	29.1	13.5	8.4
c. Mailings to home	9.1	9.6	10.4
d. Bulletin board notices	10.9	21.2	8.4
e. In company newspapers or newsletters	10.9	13.5	6.2
f. In union newspaper	0.0	5.8	10.4
g. At union meetings	1.8	0.0	2.1
h. At company meetings	1.8	1.9	0.0
i. From counselor or adviser	3.6	1.9	2.1
j. From co-workers	3.6	3.8	12.5
k. From supervisors	7.3	15.4	20.8
l. From union representatives	0.0	3.8	0.0
m. Education catalogues or notices	1.8	3.8	14.6
	(N=55)	(N=52)	(N=48)

Of the choices offered, the methods most frequently identified as being helpful (either 1st, 2nd, 3rd choice) were handouts to employees, supervisors, bulletin boards, company newspapers or newsletters and the employee handbook.

Methods least frequently identified as helpful were union and company meetings, union representatives, and counselors or advisors.

TABLE 30: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	Yes	No/ No Response	N
a. Co-workers	8.2	91.8	98
b. Supervisor	45.9	54.1	98
c. Union representative	21.6	78.4	98
d. Company representative	45.4	54.6	98

Respondents most frequently cited supervisors and company representatives as preferred sources of information on tuition aid.

TABLE 31:* IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS?

Company		Union	
1. Yes	31.5	1. Yes	8.1
2. No	5.4	2. No	8.1
3. Don't know	63.0	3. Don't know	83.7
	(N=92)		(N=86)

About 31% of the respondents indicated that there is a designated person in the company who can provide advice/information on education and careers. About 8% of the respondents reported that their union has designated such an individual. A substantial majority of the respondents do not know whether there are company or union representatives who are designated to provide this type of assistance.

TABLE 32: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

1. Yes	17.0
2. No	83.0
	(N=47)

A substantial majority (83%) of the workers responding to this question indicated that they had not seen this individual in the two years prior to the survey.

TABLE 33: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

1. Yes	22.6
2. No	77.4
	(N=31)

Of the 31 respondents to this question, about 23% had consulted this individual during the six months prior to the survey.

TABLE 34: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

1. Yes, very useful	15.4
2. Somewhat useful	38.5
3. No, not useful	46.2
	(N=13)

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*Only respondents who indicated knowledge of such an individual in Table 31, and consultation of this individual in Table 32, were requested to answer survey questions 35 and 36. Responses to these ques. are shown in Tables 32-34. This accounts for "N" in these tables being a much smaller number than the total surveyed population (98 workers).

Of the 13 respondents to this question, seven reported meeting with a counselor advisor as somewhat or very useful. Six reported the meeting as not useful.

TABLE 35: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

1. Yes, definitely	67.7
2. Maybe	28.1
3. No	4.2
	(N=96)

A majority (67.7%) of the respondents indicated that they would consult with counselors/advisors if they were available.

TABLE 39: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION AID BENEFITS?

1. Yes	9.5
2. No	27.4
3. Don't know	63.2
	(N=95)

Nine point five percent (9.5%) of the respondents felt that their union encourages its members to use tuition aid. Over one quarter (27.4%) of the respondents did not. The majority (63.2%) did not know.

TABLE 40: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	Tuition Aid Benefit			Education or Training		
	Yes	No	N	Yes	No	N
a. Supervisor	13.2	86.8	76	25.6	74.4	78
b. Fellow workers	22.1	77.9	77	35.4	64.6	79
c. Shop steward(s)	1.3	98.7	75	2.6	97.4	76
d. Union leaders	5.4	94.6	74	3.9	96.1	76
e. Friends outside work	26.7	73.3	75	38.3	61.7	81
f. Family	31.9	68.1	69	45.2	54.8	73

Fewer than one in three workers reported receiving encouragement from any source to use tuition aid. Of those who did receive encouragement, family, friends outside work, and fellow workers were the most frequently mentioned sources. Shop stewards and union leaders were the least frequently mentioned.

Regarding education and training, a higher proportion of workers rep orted receiving encouragement from all but one source. Similarly, family, friends outside work, fellow workers and supervisors were the most frequently cited source.

TABLE 41: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION AID BENEFITS?

	Yes	No	N
a. Letter of commendation	68.8	31.3	80
b. Special events held honoring students	36.7	63.3	79
c. Financial bonus	85.0	15.0	80
d. Consideration in career development reviews	72.3	27.7	83
e. Wage increase	91.6	8.4	83
f. Publicity for participating	30.4	69.6	79
g. Additional job responsibilities	67.5	32.5	80
h. Promotion or new job	97.7	2.3	86

A majority of the respondents indicated that the above incentives (with the exception of special events honoring students and publicity for participation) could encourage employees to take additional education or training or to use tuition aid benefits. The incentives most frequently cited as useful were a promotion or new job, wage increase, and financial bonus.

PART F: FACTORS AFFECTING PARTICIPATION

TABLE 42: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes, it is a problem	No, it is not a problem	N
a. Education and Training Programs			
The education or training programs I want to take are not offered	35.7	64.3	84
Scheduling of education offerings are not convenient for me	46.4	53.6	84
Programs are held far away for me	39.5	60.5	86
I do not have transportation to get to programs	20.7	79.3	87
Programs held in the evening are unsafe for me to go to	32.9	67.1	85
b. Information and Advice			
I don't have adequate information about courses that are available	74.7	25.3	87
I do not have adequate information about what educational institutions are available	75.3	24.7	85
I do not have adequate advice or counseling about available courses and whether I am qualified to take them	81.6	18.4	87
I do not have adequate advice or counseling about available educational institutions	71.8	28.2	85
I do not have adequate advice or counseling about my career opportunities	83.5	16.5	85
c. Personal and Family			
I don't want to take courses on my own time	33.7	66.3	86
I cannot afford child care or make arrangements for child care	11.0	89.0	82
I don't think I could pass the course	8.1	91.9	86
I don't have enough free time because of family responsibilities	31.0	69.0	87
My work is too hard and I am too tired to take courses	10.6	89.4	85
My work schedule can not be re-arranged to take time off to attend and educational program	31.8	68.2	88
Educational programs would take too long for me to complete	16.9	83.1	89

	Yes, it is a problem	No, it is not a problem	N
My spouse (wife or husband) doesn't want me to	2.4	97.6	84
My children don't want me to	2.4	97.6	82
d. General			
I don't think I would get promoted or get a better job even if I took some education	43.2	56.8	88
Favoritism in who gets approval	45.9	54.1	85
If I take a course, my company may think I lack a skill	8.0	92.0	88

Overall, factors relating to information and advice were the problems most frequently indentified by workers as affecting their decisions about whether or not to participate in education or training. A majority of workers indicated as problems (in rank order) inadequate counseling about career opportunities, inadequate counseling about available courses, inadequate information on educational institutions, inadequate information about available courses, and inadequate counseling about educational institutions.

The second most cited group of problems, although much less prominent, were general feelings that education would not result in promotion or better job and that favoritism in the approval process acts as a deterrent. A sizeable number of workers also cited problems pertaining to the availability, scheduling and location of educational programs, inflexible work scheduling, reluctance to take courses on the worker's own time, and family responsibilities.

TABLE 43: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

1. Yes, definitely	47.4
2. Yes, probably	40.2
3. No	12.4
	(N=97)

Almost half (47.4%) of the respondents indicated a definite desire to pursue education or training and 12.4% indicated that they do not want further education or training.

TABLE 44: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

1. Yes, definitely	52.1
2. Yes, probably	41.7
3. No	6.3
	(N=96)

A majority of the respondents indicated a definite need on their part for further education and training with only 6.3% indicating that they do not feel this need.

TABLE 45: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS?

1. Yes, definitely	28.0
2. Yes, probably	43.0
3. No	29.0
	(N=93)

Twenty-eight percent (28%) of the respondents indicated that they definitely intend to continue their education or training in the two years after the survey. An additional 43% indicated that they probably would. Twenty nine percent (29%) said that they did not intend to do so.

TABLE 46: DO YOU THINK YOU WILL USE YOUR TUITION AID BENEFITS IN THE NEXT (2) YEARS?

1. Yes, definitely	23.3
2. Yes, probably	41.9
3. No	34.9
	(N=86)

About one in four respondents anticipated definitely using tuition aid during the two years after the survey. An additional 41.9% indicated that they will likely use the benefit. Slightly over one-third of the respondents did not intend to take advantage of tuition aid during that time period.

TABLE 51: WHAT IS YOUR CURRENT MARITAL STATUS?

1. Single, never married	31.6%
2. Married (not separated)	50.0%
3. Married (separated	0.0%
4. Widowed	8.2%
5. Divorced	10.2%
	(N=98)

Half of the respondents were married. Slightly over 30% were single.

TABLE 52: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

# of Dependents	Children	Others
0	18 (37.5%)	16 (57.1%)
1	14 (29.2%)	10 (35.7%)
2	12 (25.0%)	1 (3.6%)
3	4 (8.3%)	0
6	0	1 (3.6%)
	(N=48)	(N=28)

TABLE 53: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1943	2	2.0	3.7	3.7
1944	1	1.0	1.9	5.6
1946	1	1.0	1.9	7.4
1948	1	1.0	1.9	9.3
1949	1	1.0	1.9	11.1
1951	2	2.0	3.7	14.8
1952	2	2.0	3.7	18.5
1953	1	1.0	1.9	20.4
1954	1	1.0	1.9	22.2
1955	2	2.0	3.7	25.9
1956	2	2.0	3.7	29.6
1958	2	2.0	3.7	33.3
1959	1	1.0	1.9	35.2
1960	3	3.1	5.6	40.7
1961	3	3.1	5.6	46.3

PART G: BACKGROUND INFORMATION

TABLE 47: WHAT IS YOUR SEX?

1. Male	28.1%
2. Female	71.9%
	(N=96)

Approximately seven out of ten of the respondents were female.

TABLE 48: HOW OLD ARE YOU?

1. Under 25	21.4%
2. 25-34	15.3%
3. 35-44	14.3%
4. 45-54	22.4%
5. 55 and over	26.5%
	(N-98)

Approximately half of the workers surveyed were over forty-five years old.

TABLE 49: WHAT IS YOUR RACIAL BLACKGROUND?

1. Black	13.4%
2. White	85-6%
3. American Indian/ Alaskan Native	1.0%
4. Asian or Pacific Islander	0.0%
	(N=97)

TABLE 50: IS YOUR ETHNIC HERITAGE HISPANIC?

1. Yes	1.1%
2. No	98.9%
	(N=87)

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1962	3	3.1	5.6	51.9
1963	2	2.0	3.7	55.6
1964	2	2.0	3.7	59.3
1965	1	1.0	1.9	61.1
1966	1	1.0	1.9	63.0
1967	4	4.1	7.4	70.4
1968	3	3.1	5.6	75.9
1969	5	5.1	9.3	85.2
1971	1	1.0	1.9	87.0
1972	1	1.0	1.9	88.9
1973	1	1.0	1.9	90.7
1974	1	1.0	1.9	92.6
1976	2	2.0	3.7	96.3
1977	1	1.0	1.9	98.1
1979	1	1.0	1.9	100.0

(N=54)

Of the respondents with children about one-third had children under ten at the time of the survey.

TABLE 54: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

a.	Some high school or less	12.5%
b.	High school diploma or GED	63.5%
c.	Some college, but no associate or bachelor's degree	19.8%
d.	Associate degree	2.1%
e.	Bachelor's degree or higher	2.1%

(N=96)

A substantial majority (87.5%) of the respondents had attained a high school education or higher. About one in five reported some college without a degree. Slightly over 4% of the respondents had an associate or bachelor's degree or higher. Twelve and one half percent (12.5%) of the respondents did not have a high school diploma.

TABLE 55: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

Year	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1927	1	1.0	1.1	1.1
1932	2	2.0	2.2	3.3
1933	1	1.0	1.1	4.4
1934	3	3.1	3.3	7.8
1935	1	1.0	1.1	8.9
1936	1	1.0	1.1	10.0
1937	1	1.0	1.1	11.1
1938	2	2.0	2.2	13.3
1939	3	3.1	3.3	16.7
1940	3	3.1	3.3	20.0
1942	2	2.0	2.2	22.2
1943	2	2.0	2.2	24.4
1945	2	2.0	2.2	26.7
1947	2	2.0	2.2	28.9
1948	4	4.1	4.4	33.3
1950	1	1.0	1.1	34.4
1951	1	1.0	1.0	35.6
1952	4	4.1	4.4	40.0
1953	3	3.1	3.3	43.3
1954	1	1.0	1.1	44.4
1955	2	2.0	2.2	46.7
1956	2	2.0	2.2	48.9
1959	3	3.1	3.3	52.2
1962	1	1.0	1.1	53.3
1963	2	2.0	2.2	55.6
1969	5	5.1	5.6	61.1
1970	6	6.1	6.7	67.8
1973	2	2.0	2.2	70.0
1975	8	8.2	8.9	78.9
1976	4	4.1	4.4	83.3
1977	5	5.1	5.6	88.9
1978	5	5.1	5.6	94.4
1979	5	5.1	5.6	100.0

Half of the respondents attained their highest level of education twenty years ago or longer (1959 or before). Thirty percent of the respondents attained their highest level of education within the past five years (since 1975).

TABLE 56: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

1. Yes	14.9%
2. No	85.1%
	(N=94)

About 15% of the respondents had a one-year certificate, trade license, professional license or journeyman's certificate.

TABLE 57: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

a.	Rural or farm community	8.5%
b.	Small town or village (less than 50,000 people)	30.9%
c.	Medium-sized city or its suburbs (50,000 - 25,000 people)	38.3%
d.	Fairly large city or its suburbs (250,000 - 500,000 people)	17.0%
e.	Very large city or its suburbs (over 500,000 people)	5.3%
		(N=94)

A majority of the respondents lived in medium-sized or fairly large cities or their suburbs.

TABLE 58: WHAT SHIFT DO YOU USUALLY WORK?

1. Day	91.5%
2. Evening	3.2%
3. Night	5.3%
4. Split	0.0%
	(N=94)

Over 90% of the respondents worked a day shift.

TABLE 59: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

1. 01-19 hours	1.1
2. 20-29 hours	0.0
3. 30-39 hours	97.9
4. 40-49 hours	1.1
5. 50-59 hours	0.0
6. 60+ hours	0.0
	(N=94)

Almost all of the respondents worked at 30-39 hour week on the job they held at the time of the survey.

TABLE 60: WHAT IS YOUR PAY CATEGORY?

1. Hourly	30.8%
2. Salaried, but paid for overtime	56.0%
3. Salaried, not paid for overtime	13.2%
	(N=91)

A majority (56%) of the respondents were salaried workers, paid for overtime. Slightly over 30% were hourly, and 13.2% were salaried but not paid for overtime.

TABLE 61: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES DURING 1978?

1. Less than $7,499	24.7%
2. $7,500 - $9,999	57.3%
3. $10,000 - $12,499	13.5%
4. $12,500 - $14,999	3.4%
5: $15,000 - $17,499	0.0%
6. $17,500 - $19,999	0.0%
7. $20,000 - $22,499	0.0%
8. $22,500 or more	1.1%
	(N=89)

Eighty-two percent of the respondents reported annual incomes of less than $10,000. About 17% of the respondents reported incomes between $10,000 and $15,000. One respondent (1.1%) reported an income of over $15,000.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE SECOND SURVEY ADMINISTRATION AND SELECT COMPARISONS WITH FIRST SURVEY RESULTS

MODEL III (Connecticut)

TABLE 1: HOW LONG HAVE YOU BEEN EMPLOYED IN THIS COMPANY ON A CONTINUOUS BASIS?

	Percent
Less than one year	7.1
1- 5 years	43.4
6-10 years	21.2
11-15 years	15.6
16-20 years	7.2
21-25 years	2.4
26 years or over	3.6

Only 7.1% of the respondents had been employed for less than one year. And, only 3.6% had been employed for over 25 years. The majority (64.6%) were employed between one and 10 years.

TABLE 2: HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION IN THIS COMPANY?

	Percent
Less than one year	18.8
1- 5 years	47.1
6-10 years	17.7
11-15 years	8.3
16-20 years	7.2
21-25 years	0.0
26 years or over	1.2

About 19% of the respondents had been with their current job for less than one year and another 47 percent had been there for 1-5 years. About 18% had been at their current position between six to ten years. Only a small fraction (1.2%) had been at their position 21 years or more.

TABLE 3: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?

	Very Useful	Somewhat Useful	Not very Useful	Useless	Does not Apply	N
High school education	62.5	30.0	3.8	0.0	3.8	80
Previous job experience	49.3	24.0	8.0	0.0	18.7	75
Vocational education or training since high school	21.3	18.0	9.8	4.9	45.9	61
Academic or professional education since high school	24.6	11.5	16.4	4.9	42.6	61

The majority of the respondents found their high school education and previous job experience to be very useful/somewhat useful.

TABLE 4: ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION-AID PLAN WHERE YOU WORK?

	T1	T2
Yes, very familiar	3.1	11.9
Yes, somewhat familiar	22.4	61.9
No, not familiar	74.5	26.2
	(N=98)	(N=84)

About 3% of the respondents at T_1 and 12% at T_2 indicated that they were very familiar with the Tuition-Aid plan. It is significant to note that 74.5% of the respondents at T_1 but only 26.2% at T_2 indicated lack of familiarity with Tuition-Aid plan.

TABLE 5: IF YOU ANSWERED YES TO QUESTION 7, DO YOU KNOW WHO SPONSORS THE PROGRAM?

	T1	T2
Negotiated as part of company/union contract	19.2	69.1
Company sponsored	76.9	21.8
Union sponsored	3.8	9.1

About 69% of the workers knew that the plan was negotiated as part of company/union contract, a significant increase over 19.2% at T_1. Some 22% indicated that the Tuition-Aid plan was a company-sponsored program. Only 9.1% indicated that it was a union-sponsored program.

TABLE 6: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	Tuition-Aid Plan			Education & Training	
	T1	T2		T1	T2
Yes	4.4	52.6	Yes	28.9	56.2
No	95.5	47.4	No	71.1	43.8
	(N=90)	(N=76)		(N=90)	(N=73)

About 4% of the respondents at T_1 and 53% at T_2 reported receiving information on the T-A plan during the six months prior to the survey--a significant change between T_1 and T_2. The percentage of workers who reported receiving information on available education and training during the six months prior to the survey jumped from 28.9% at T_1 to 56.2% at T_2--also a significant change.

TABLE 7: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

	T1	T2
Yes	10.9	43.6
No	0.0	3.8
Don't know	89.1	52.6
	(N=64)	

While 89% of the workers responding to this question at T_1 did not know whether they were eligible to take a course under the plan, the corresponding percentage was reduced to 52.6% at T_2. About 11% of the workers at T_1 and 44% at T_2 indicated that they were eligible to participate under the plan.

TABLE 8: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

	T1	T2
Yes	19.0	40.8
No	81.0	59.2
	(N=63)	(N=76)

Eighty-one percent of respondents at T_1 and 59.2% at T_2 indicated that they did not know how to request approval for a course under the plan. The percentage of those who indicated that they knew how to request approval increased from 19% at T_1 to about 41% at T_2.

TABLE 9: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS?

	Yes	No	Don't Know	N
Employee's immediate supervisor	48.2	8.9	42.9	56
Supervisor of education & training	27.5	21.6	51.0	51
Personnel department	48.2	8.9	42.9	56
Joint or union education committee	31.3	8.3	60.4	48
The educational institution offering the course	39.6	12.5	47.9	48
Other company or union representative	13.0	23.9	63.0	46

About 48% of the respondents felt that the approval of the immediate supervisor and personnel department were necessary to take a course. And, 39.6% indicated that the approval of the educational institution offering the course was necessary. The large percentages of "don't know" responses indicate a lack of understanding on the part of the employees regarding application procedures.

TABLE 10: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes it is a problem		No it is not a problem	
	T1	T2	T1	T2
Too much red tape in applying for and getting approval for education or training	28.9	22.6	71.1	77.4
Education programs I want to take are not covered under the tuition-aid plan	24.3	22.6	75.7	77.4
Educational institutions I want to go to are not covered under the plan	25.0	14.0	75.0	86.0
I do not have adequate information about the tuition-aid plan	66.0	39.7	34.0	60.3
Not enough of the costs are covered under the plan	36.1	32.2	63.9	67.8
I am not able to pay in advance, even though I will be reimbursed	40.0	35.7	60.0	64.3
I am not willing to pay in advance	39.5	23.6	60.5	76.4

At T_1, lack of information was the single factor the majority of the employees reported as a problem. Although the percentage dropped from 66% at T_1 to just under 40% at T_2, lack of information seems to constitute the major problem at T_2, followed by employees inability to pay in advance, even though the company will reimburse them.

PART B: Participation in Education and Training

TABLE 11: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGPAM IN THE LAST TWO (2) YEARS?

Education Program			Training Program		
	T1	T2		T1	T2
Yes	26.9	26.2	Yes	20.7	15.0
No	73.1	73.8	No	79.3	85.0
	(N=93)	(N=84)		(N=92)	(N=80)

About 27% of respondents at T_1 and 26.2% at T_2 said that they had participated in a voluntary education program during the two years prior to the survey--almost no change between T_1 and T_2. Although reported participation in voluntary training was lower, still about 21% of respondents at T1 and 15% at T_2 indicated that they had participated in training activities during the two year period.

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX(6) MONTHS?

Education Program		Training Program	
Yes	23.4	Yes	9.3
No	76.6	No	90.7
	(N=47)		(N=43)

A little over 23% of the respondents said that they had participated in a voluntary education program in the six months prior to the survey. Participation in voluntary training during the same period was reported to be only 9.3%.

TABLE 13: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM?

	Yes	No	N
a. To get a degree, diploma, or certificate	45.2	54.8	31
b. To upgrade skills for present job	61.3	38.7	31
c. For a different job	60.0	40.0	30
d. For career advancement	75.0	25.0	32
e. For better wages	75.8	24.2	33
f. To prepare for retirement	13.3	86.7	30
g. For leisure time pursuits	25.0	75.0	28
h. For general knowledge	73.3	26.7	30
i. For parenting skills	17.9	82.1	28
j. For religious pursuits	0.0	100.0	28
k. To be a better union member	3.8	96.2	26

Respondents to this question indicated that they participated in voluntary education or training for the following primary reasons (in decreasing importance):

1. For better wages
2. For career advancement
3. For general knowledge
4. To upgrade skills for present job
5. For a different job.

The one significant change since T_1 is that 60% selected "for a different job" at T_2; only 35.3% had cited this reason for participation at T_1.

TABLE 14: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW.

	1st Choice	2nd Choice	3rd Choice
a. To get a degree, diploma, or certificate	6.9	3.5	10.3
b. To upgrade skills for present job	20.7	17.2	6.9
c. For a different job	3.5	10.3	24.1
d. For career advancement	31.0	17.2	20.7
e. For better wages	13.8	37.9	3.5
f. To prepare for retirement	0.0	0.0	6.9
g. For leisure time pursuits	3.5	3.5	0.0
h. For general knowledge	17.2	6.9	24.1
i. For parenting skills	3.5	3.5	3.5
j. For religious pursuits	0.0	0.0	0.0
k. To be a better union member	0.0	0.0	0.0

Reasons for participation most frequently indicated by respondents to this questionnaire were:

1st choice: For career advancement, to upgrade skills for present job, and for general knowledge.

2nd choice: For better wages, for career advancement and to upgrade skills for present job.

3rd choice: For general knowledge, for a different job, and for career advancement.

Reasons least frequently indicated overall were: for religious pursuits, to be a better union member, and to prepare for retirement.

TABLE 15: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
Private vocational/technical or business school,	100.0	0.0	0.0	0.0	4
Public vocational, technical, or business school	16.7	66.7	16.7	0.0	6
4-year college/university	50.0	33.3	16.7	0.0	6
Community college	46.2	38.5	15.4	0.0	13
Company/union run schools or courses	30.8	53.8	15.4	0.0	13
High school	36.4	63.6	0.0	0.0	11
Registered apprenticeship	0.0	100.0	0.0	0.0	2
Correspondence school	50.0	50.0	0.0	0.0	2
Community or social organization such as YMCA or church	50.0	0.0	50.0	0.0	4

Respondents reported general satisfactions with private vocational/technical or business schools, 4-year colleges/universities, and community colleges. In view of the fact that only a few workers have responded to this question, it is difficult to make any definitive judgement regarding employee satisfaction with different institutions.

TABLE 16: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	Yes(T1)	No(T1)	Yes(T2)	No(T2)
You (self-paid)	52.0	48.0	55.0	45.0
Union	14.3	85.7	6.3	93.8
Company--under tuition-aid plan	20.0	80.0	26.3	73.7
Company--not under tuition-aid plan	46.2	53.8	50.0	50.0
Government (veteran's benefits, federal loan or grant)	23.8	76.2	11.8	88.2

Both at T_1 and T_2, the most common sources of financial assistance for education and training were reported to be the workers themselves, followed by company--not under Tuition-Aid plan. The least common source, both at T_1 and T_2, was reported to be the union.

TABLE 17: IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

Less than one (1) week	21.4
1 week	7.1
2 weeks	7.1
3 weeks	14.3
4 or more weeks	50.0
	(N=14)

For 50% of workers who participated in the Tuition-aid plan, it took 4 or more weeks to receive approval to take the education or training. For 21.4%, it took less than one week.

PART C: Educational Opportunities

TABLE 18: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING.

	Not Important	Important	N
To complete an educational program for a diploma, certificate, or degree	33.3	66.7	75
To meet new people	55.3	44.7	76
To become a more well-rounded person	20.5	79.5	78
For social skills	49.3	50.7	75
To improve job performance	11.4	88.6	79
To learn skills for hobbies	58.7	41.3	75
To be a better union member	80.9	19.1	68
To improve my ability to read, write, speak, and do math	26.7	73.3	75
To be a better parent	59.2	40.8	71
To get a promotion	14.5	85.5	76
To improve family life	54.9	45.1	71
To prepare for another job or career	26.3	73.7	76
To better understand community issues	44.4	55.6	72
To learn more (knowledge for the sake of knowledge)	14.5	85.5	76
To become a better worker	17.1	82.9	76
To prepare for retirement	46.5	53.5	71

The four most important uses of further education and training reported are: (1) to improve job performance (88.6%); (2) to get a promotion (85.5%); (3) to learn more--knowledge for the sake of knowledge (85.5%); and, (4) to become a better worker (82.9%).

TABLE 19: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

	Available			
	Yes	No	Don't know	N
Private vocational, technical or business schools	65.4	6.4	28.2	78
Public vocational, technical or business schools	84.4	3.9	11.7	77
4-year college/university	82.9	5.3	11.8	76
Community college	88.6	2.5	8.9	79
High school	86.8	2.6	10.5	76
Company-run schools or courses	44.0	13.3	42.7	75
Union-run schools or courses	11.3	21.1	67.6	71
On-the-job training	42.1	17.1	40.8	76
Correspondence school	27.8	12.5	59.7	72
Community or social organization such as YMCA or church	53.9	9.2	36.8	76

Respondents reported the most widely available education programs to be: community college, high school, public vocational, technical or business school, followed by 4-year college/university.

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
Private vocational, technical or business schools	53.6	46.4	69
Public vocational, technical or business schools	73.9	26.1	69
4-year college/university	56.7	43.3	67
Community college	78.1	21.9	73
High school	49.2	50.8	65
Company-run schools or courses	65.7	34.3	70
Union-run schools or courses	34.9	65.1	63
On-the-job training	79.5	20.5	73
Correspondence school	20.3	79.7	64
Community or social organization such as YMCA or church	44.6	55.4	65

The three most preferred educational programs identified by respondents were: on-the-job-training, community college, followed by public vocational, technical or business schools.

TABLE 21: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
Work site	23.4	28.6	48.1	77
Union hall	2.7	23.3	74.0	73
Education institution	64.1	2.6	33.3	78

	Available Yes	No	Don't know	N
Community organization (YMCA, church, etc.)	31.2	6.5	62.3	77
Library	16.2	21.6	62.2	74
At my place of residence	11.3	62.0	26.0	71

The two places most frequently cited as providing educational programs were "education institution" and "community organization." The least frequently cited was the union hall.

TABLE 22: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

	Preference Yes	No	N
Work site	77.6	22.4	76
Union hall	17.9	82.1	67
Education institution	81.9	18.1	72
Community organization (YMCA, church, etc.)	45.6	54.4	68
Library	47.2	52.8	72
At my place of residence	33.8	66.2	71

Education institutions followed by work-site are reported to be the two most preferred locations for educational programs.

TABLE 23: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

	Available Yes	No	Don't know	N
Lectures or classes	55.3	6.6	38.2	76
Workshops or conferences	48.6	6.8	44.6	74
Correspondence courses	19.7	9.9	70.4	71
Television or video cassettes	25.4	11.3	63.4	71

	Available Yes	 No	 Don't know	 N
Radio, records, or audio cassettes	24.7	11.0	64.4	73
Informal discussion groups	26.4	8.3	65.3	72
Private individual instruction	21.1	14.1	64.8	71
On-the-job training	42.1	13.2	44.7	76
Computer-assisted instruction	14.3	15.7	70.0	70
On my own	49.3	20.3	30.4	69

Lectures or classes, learning on their own, and workshops or conferences were reported to be the three most available methods of learning. The least available methods were reported to be computer-assisted instruction, followed by correspondence courses.

TABLE 24: AVAILABLE OR NOT WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	Preference Yes	 No	 N
Lectures or classes	82.9	17.1	76
Workshops or conferences	80.6	19.4	72
Correspondence courses	20.0	80.0	65
Television or video cassettes	35.8	64.2	67
Radio, records, or audio cassettes	22.7	77.3	66
Informal discussion groups	69.6	30.4	69
Private individual instruction	54.3	45.6	70
On-the-job training	89.5	10.5	76
Computer-assisted instruction	40.3	59.7	67
On my own	51.5	48.5	68

On-the-job-training, and lectures or classes, followed by workshops or conferences were reported to be the preferred methods of learning for more than 80% of the workers responding to this question. Those least preferred were correspondence courses followed by radio, records, or radio cassettes.

TABLE 25: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	Yes	No/No Response	N
Fellow workers	54.1	45.9	85
Supervisory or company administrative personnel	29.4	70.6	85
Family members	22.4	77.6	85
Anyone interested in the program	62.4	37.6	85
No preference	34.1	65.9	85

About 62% of the respondents indicated that they were willing to participate in an educational or training program with anyone else interested in the program. And, 54.1% were willing to participate in an education or training program with their fellow workers.

TABLE 26: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU.

	Yes	No/No Response	N
People who are my own age	30.6	69.4	85
People who are younger than I am	9.4	90.6	85
People who are older than I am	10.6	89.4	85
Any age group - age does not matter	78.8	21.2	85

The vast majority (78.8%) of workers indicated that age was unimportant in their preferences for fellow learners.

PART D: Information and Advice

TABLE 27: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	Tuition-Aid Plan		Education & Training	
	Yes(T1)	Yes(T2)	Yes(T1)	Yes(T2)
a. Employee handbook	4.1	3.6	9.2	7.1
b. Handouts to employees	10.2	16.5	30.6	16.7
c. Mailings to home	4.1	9.5	7.1	6.0
d. Bulletin board notices	9.2	19.0	21.4	15.5
e. In company newspapers or newsletters	9.2	20.2	20.4	26.2
f. In union newspaper	5.1	16.7	10.2	16.7
g. At union meetings	1.0	9.5	3.1	6.0
h. At company meetings	2.0	14.3	1.0	11.9
i. From counselor or adviser	3.1	16.7	3.1	11.9
j. From co-workers	10.2	23.8	16.3	20.2

	Tuition-Aid Plan		Education & Training	
	Yes(T1)	Yes(T2)	Yes(T1)	Yes(T2)
k. From supervisors	6.1	15.5	15.3	15.5
l. From union representatives	4.1	25.0	3.1	16.7
m. Education catalogues or notices	7.1	9.5	13.3	8.3

The source of information most commonly cited by respondents at T_1 were handouts to employees and information obtained from co-workers, followed by bulletin board notices. But at T_2 the major sources of information were reported to be union representatives, co-workers, and announcements made in company newspapers or newsletters. The least frequently cited sources of information at T_1 were union meetings and company meetings. At T_2, the sources most seldom reported were the employee handbook, mailings to home, and union meetings.

Relative to education and training at T_1, the most frequently cited sources of information were handouts to employees, union newspapers, followed by information from co-workers. At T2, the most frequently cited sources of information were reported to be company newspapers or newsletters, co-workers and union representatives.

Relative to both the TA plan and education and training, a maximum of about 30% at T_1 and 25.0%, at T2 reported receiving information through any one source.

TABLE 28: OF THE METHODS LISTED IN QUESTION 30 ABOVE, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.

	1st Choice	2nd Choice	3rd Choice
a. Employee handbook	11.5	0.0	4.4
b. Handouts to employees	19.7	9.8	6.7

		1st Choice	2nd Choice	3rd Choice
c.	Mailings to home	9.9	13.7	6.7
d.	Bulletin board notices	8.2	15.7	6.7
e.	In company newspapers or newsletters	9.8	13.7	4.4
f.	In union newspaper	4.9	7.8	11.1
g.	At union meetings	9.8	3.9	0.0
h.	At company meetings	6.6	5.9	8.9
i.	From counselor or adviser	4.9	3.9	11.1
j.	From co-workers	6.6	5.9	11.1
k.	From supervisors	6.6	7.8	15.6
l.	From union representatives	1.6	5.9	8.9
m.	Education catalogues or notices	1.6	5.9	4.4
		(N=61)	(N=51)	(N=45)

As their first choice, 11.5% of the employees cited the employee handbook, 9.8% mailings to home, and another 9.8% union meetings as the most helpful method of receiving information.

As their second choice, 15.7% indicated bulletin board notices, 13.7% mailings to home, and another 13.7% company newspapers or newsletters as the most helpful method of receiving information.

As their third choice, 15.6% regarded their supervisors and 11.1% the union newspapers, counselors or advisers, and their co-workers as the most helpful methods of receiving information.

TABLE 29: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION-AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	Yes(T1)*	Yes(T2)*
Co-workers	8.2	8.3
Supervisor	45.9	48.8
Union representative	21.6	32.9
Company representative	45.4	36.5

At both T_1 and T_2, respondents most frequently cited supervisors and company representatives as preferred sources of information on Tuition-Aid.

TABLE 30: IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS?

Company	T1	T2	Union	T1	T2
Yes	31.5	57.9	Yes	8.1	34.3
No	5.4	7.9	No	8.1	9.0
Don't know	63.0	34.2	Don't know	83.7	56.7
	(N=92)	(N=76)		(N=86)	(N=67)

About 32% of the respondents at T_1 and 58% of the respondents at T_2 indicated there was a designated person in the company who could provide advice/information on education and careers. But about 8% of the respondents at T_1 and a significantly larger percent (34.3%) of the respondents at T_2 reported that their union had designated such an individual. The majority of the respondents at T_1, reported an absence or lack of knowledge regarding the designation of a person by the company or the union.

*The balance between the percent of those who said "yes and 100 represents the percent of those who either said "no" or did not respond to the particular question.

TABLE 31: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

	T1	T2
Yes	17.0	38.3
No	83.0	61.7
	(N=47)	(N=60)

Seventeen percent of the respondents at T_1 and 38.3% at T2 indicated that they had seen this individual in the two years prior to the survey.

TABLE 32: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

	T1	T2
Yes	22.6	38.1
No	77.4	61.9
	(N=31)	(N=42)

About 23% of the respondents at T_1 and 38% at T_2 indicated that they had consulted this individual for help in education or career-planning within the six months prior to the survey.

TABLE 33: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

	T1	T2
Yes, very useful	15.4	27.6
Somewhat useful	38.5	44.8
No, not useful	46.2	27.6
	(N=13)	(N=29)

About 15% of the respondents at T_1 and 28% at T_2 who had seen a counselor or advisor, reported the meetings as "very useful." Another

38.5% at T_1 and 44.8% at T_2 reported the meeting as being "somewhat useful."

TABLE 34: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

	T1	T2
Yes, definitely	67.7	61.7
Maybe	28.1	32.1
No	4.2	6.2
	(N=96)	(N=81)

Both at T_1 and T_2 the majority of respondents indicated that they would consult with counselors/advisors if they were available, regarding education or career plans.

PART E: Incentives

TABLE 35: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	T1	T2
Yes	29.5	54.3
No	36.8	23.5
Don't know	33.7	22.2
	(N=95)	(N=81)

TABLE 36: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION-AID BENEFITS?

	T1	T2
Yes	7.4	32.1
No	35.8	19.8

	T1	T2
Don't know	56.8	48.1
	(N=95)	(N=81)

Only 7.4% of the respondents at T_1, but 32.1% at T_2 felt that the company encouraged employees to use Tuition-Aid.

TABLE 37: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	T1	T2
Yes	13.7	32.1
No	30.5	11.1
Don't know	55.8	56.8
	(N=95)	(N=81)

About 14% of the respondents at T_1 and 32% at T_2 felt that the union encourages members to seek additional education or training. About 30% of the respondents at T_1 and only 11.1% at T_2 indicated that the union did not encourage the employees to take courses.

TABLE 38: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION-AID BENEFITS?

	T1	T2
Yes	9.5	32.1
No	27.4	11.1
Don't know	63.2	56.8
	(N=95)	(N=81)

About 10% of the respondents at T_1 and 32% at T_2 felt that the union encouraged its members to use Tuition-Aid. The majority of the respondents at both T_1 (63.2%) and T_2 (56.8%) indicated that they "didn't know."

TABLE 39: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION-AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	Tuition-Aid Benefit			Education or Training		
	Yes	No	N	Yes	No	N
Supervisor	21.7	78.3	60	35.1	64.9	57
Fellow workers	27.6	72.4	58	43.3	56.7	60
Shop steward(s)	15.5	84.5	58	13.0	87.0	54
Union leaders	12.3	87.7	57	16.9	83.1	59
Friends outside of work	40.0	60.0	55	46.4	53.6	56
Family	47.1	52.9	51	64.0	36.0	50

About 47% of the workers relative to TA benefits and 64% relative to education or training reported receiving encouragement to use Tuition-Aid from their families. About 40% relative to TA benefits and 46% relative to education or training reported receiving encouragement from their friends outside of work. Fellow workers ranked third as a source of inspiration, both with regard to TA-benefits and education or training.

TABLE 40: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION-AID BENEFITS?

	Yes	No	N
Letter of commendation	58.3	41.7	60
Special events held honoring students	32.2	67.8	59
Financial bonus	85.0	15.0	60
Consideration in career development reviews	87.1	12.9	62
Wage increase	95.7	4.3	70

	Yes	No	N
Publicity for participating	29.3	70.7	58
Additional job responsibilities	59.0	41.0	61
Promotion or new job	93.3	6.7	75

Respondents to this question indicated that all of the above incentives, except "publicity for participation" and "special events held honoring students" could encourage employees to take additional education or training, or to use Tuition-Aid benefits.

PART F: Factors affecting participation

TABLE 41: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO [illegible] OF THE FOLLOWING ACT AS A PROBLEM FOR YOU.

A. Education and Training Programs

	Yes, it is a problem		No, it is not a problem	
	T1	T2	T1	T2
The education or training programs I want to take are not offered	35.7	29.0	64.3	71.0
Scheduling of education offerings are not convenient for me	46.4	47.2	53.6	52.8
Programs are held far away for me	39.5	32.8	60.5	67.2
I do not have transportation to get to programs	20.7	22.5	79.3	77.5
Programs held in the evening are unsafe for me to go to	32.9	34.2	67.1	65.8

B. Information and Advice

	Yes, it is a problem		No, it is not a problem	
	T1	T2	T1	T2
I don't have adequate information about courses that are available	74.7	47.3	25.3	52.7
I do not have adequate information about what educational institutions are available	75.3	47.9	24.7	52.1
I do not have adequate advice or counseling about available courses and whether I am qualified to take them	81.6	54.2	18.4	45.8
I do not have adequate advice or counseling about available educational institutions	71.8	47.9	28.2	52.1
I do not have adequate advice or counseling about my career opportunities	83.5	54.9	16.5	45.1

C. Personal and Family

	Yes, it is a problem		No, it is not a problem	
	T1	T2	T1	T2
I don't want to take courses on my own time	33.7	29.6	66.3	70.4
I cannot afford child care or make arrangements for child care	11.0	11.4	89.0	88.6
I don't think I could pass the course	8.1	11.4	91.9	88.6

	Yes, it is a problem		No, it is not a problem	
	T1	T2	T1	T2
I don't have enough free time because of family responsibilities	31.0	29.6	69.0	70.4
My work is too hard and I am too tired to take courses	10.6	17.6	89.4	82.4
My work schedule cannot be rearranged to take time off to attend an educational program	31.8	30.4	68.2	69.6
Educational programs would take too long for me to complete	16.9	11.8	83.1	88.2
My spouse (wife or husband) doesn't want me to	2.4	3.0	97.6	97.0
My children don't want me to	2.4	2.9	97.6	97.1
D. General				
I don't think I would get promoted or get a better job even if I took some education	43.2	44.4	56.8	55.6
Favoritism in who gets approval	45.9	24.6	54.1	75.4
If I take a course, my company may think I lack a skill	8.0	9.0	92.0	91.0

Overall, both at T_1 and T_2, factors relative to information and advice were the most serious problems identified by the workers affecting their decisions about whether or not to participate in education or training. But the percentages identifying these factors as significant problems dropped considerably from T_1 to T_2. The second most important group of factors, again both at T_1 and T_2, pertained to the education and training programs available to employees.

Both at T_1 and T_2, a majority of workers indicated that lack of adequate advice or counseling about available courses, qualification for courses, and their career opportunities constituted problems.

TABLE 42: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

	T1	T2
Yes, definitely	47.4	36.6
Yes, probably	40.2	41.5
No	12.4	22.0
	(N=97)	(N=82)

About 47% of the respondents at T_1 and only 36.6% at T_2 indicated a definite desire to pursue education or training.

TABLE 43: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

	T1	T2
Yes, definitely	52.1	42.2
Yes, probably	41.7	41.0
No	6.3	16.9
	(N=96)	(N=83)

About 52% (majority) of the respondents at T_1 and only 42% at T_2 indicated a definite need on their part for further education or training. Six percent of the respondents at T_1 and 17% at T_2 indicated that they did not feel the need.

TABLE 44: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS?

	T1	T2
Yes, definitely	28.0	20.3
Yes, probably	43.0	41.8
No	29.0	38.0
	(N=93)	(N=79)

Twenty-eight percent of respondents at T1 and 20% at T2 indicated that they definitely intended to continue their education or training in the two years after the survey. An additional 43% at T1 and 42% at T2, indicated that they probably would.

TABLE 45: DO YOU THINK YOU WILL USE YOUR TUITION-AID BENEFITS IN THE NEXT (2) YEARS?

	T1	T2
Yes, definitely	23.3	14.1
Yes, probably	41.9	42.3
No	34.9	43.6
	(N=86)	(N=78)

About 23% of the respondents at T1 and 14% at T2 anticipated definitely using Tuition-Aid during the two years after the survey. An additional 42% both at T1 and T2 indicated that they probably would use their TA benefits in the next two years.

PART G: Background Information

TABLE 46: WHAT IS YOUR SEX?

	T1	T2
1. Male	28.1	22.6
2. Female	71.9	77.4
	(N96)	(N84)

TABLE 47: HOW OLD ARE YOU?

	T1	T2
Under 25	21.4	14.3
25 - 34	15.3	21.4
35 - 44	14.3	14.3
45 - 54	22.4	21.4
55 and over	26.5	28.6
	(N=98)	(N=84)

About 37% of the respondents at T_1 and 36% at T_2 were under 35 years of age.

TABLE 48: WHAT IS YOUR RACIAL BACKGROUND?

	T1	T2
Black	13.4	8.4
White	85.6	89.2
American Indian or Alaskan Native	1.0	2.4
Asian or Pacific Islander	0.0	0.0
	(N=97)	(N=83)

About 14% of the respondents at T_1 and 11% at T_2 were non-white.

TABLE 49: IS YOUR ETHNIC HERITAGE HISPANIC?

	T1	T2
Yes	1.1	2.5
No	98.9	97.5
	(N=87)	(N=79)

Only a small percent of the respondents (1.1% at T_1 and 2.5% at T_2) were of Hispanic ethnic heritage.

TABLE 50: WHAT IS YOUR CURRENT MARITAL STATUS?

	T1	T2
Single, never married	31.6	34.5
Married (not separated)	50.0	41.7
Married (separated)	0.0	3.6
Widowed	8.2	10.7
Divorced	10.2	9.5
	(N=98)	(N=84)

Fifty percent of the respondents at T1 and 41.7% at T_2 were married (not separated). The percentage single (never married) was lower at T_1 as compared with T_2 by about three percentage points.

TABLE 51: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

Number of dependents	Children	Others
0	68.2	88.2
1	12.9	8.2
2	12.9	3.5
3	3.5	0.0
4	1.2	0.0
5 or more	1.2	0.0
	(N=85)	(N=85)

TABLE 52: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

	Percent
Before 1955	32.6
1955 - 1960	23.8
1961 - 1965	10.9
1966 - 1970	13.1
1971 - 1975	10.9
1976 - 1980	8.6

Of the respondents with children, 19.5% had children under age 10.

TABLE 53: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

	T1	T2
Some high school or less	12.5	10.7
High school diploma or GED	63.5	53.6
Some college, but no associate or bachelor's degree	19.8	28.6
Associate degree	2.1	3.6
Bachelor's degree or higher	2.1	3.6
	(N=96)	(N=84)

Twenty-four percent of the respondents at T_1 and 36% at T_2 had more than a high school or GED education. About 12% of the respondents at T1 and 11% at T_2 had some high school education or less.

TABLE 54: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

	Percent
Before 1955	40.5
1955 - 1960	9.6

	Percent
1961 - 1965	2.7
1966 - 1970	13.5
1971 - 1975	20.3
1976 - 1980	13.5

About 34% of the respondents had attained their highest level of education within the past 10 years.

TABLE 55: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

Yes	11.7
No	88.3
	(N=77)

Approximately 12% of the respondents had a one-year certificate, trade license, professional license, or journeyman's certificate.

TABLE 56: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

Rural or farm community	7.5
Small town or village (less than 50,000 people)	22.5
Medium-sized city or its suburbs (50,000 - 250,000 people)	51.3
Fairly large city or its suburbs (250,000 - 500,000 people)	13.8
Very large city or its suburbs (over 500,000 people)	5.0
	(N=80)

A majority of the respondents lived in a medium-sized city or its suburbs.

TABLE 57: WHAT SHIFT DO YOU USUALLY WORK?

Day	100.0
Evening	0.0
Night	0.0
Split	0.0
	(N=84)

All respondents reported to be working only during the day-shift.

TABLE 58: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

Number of hours worked	Percent
01 - 19	1.2
20 - 29	0.0
30 - 39	97.6
40 - 49	1.2
50 - 59	0.0
60 or more	0.0
	(N=84)

About 98% of the respondents worked 30-39 hours per week. Nobody worked 50 or more hours per week.

TABLE 59: WHAT IS YOUR PAY CATEGORY?

Hourly	43.4
Salaried, but paid for overtime	47.0
Salaried, not paid for overtime	9.6
	(N=83)

Forty-seven percent of the respondents were salaried employees, while 43.4% worked on an hourly basis.

TABLE 60: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES, DURING 1978? (If you have been in this job for less than one year, please report your income last year before taxes.)

	T1	T2
Less than $7,499	24.7	14.1
$7,500 - $9,999	57.3	53.8
$10,000 - $12,499	13.5	26.9
$12,500 - $14,999	3.4	1.3
$15,000 - $17,499	0.0	0.0
$17,500 - $19,999	0.0	3.8
$20,000 - $22,499	0.0	0.0
$22,500 or more	1.1	0.0
	(N=89)	(N=78)

Only 1.1% of the respondents at T_1 and 3.8% at T_2 earned an annual income of $15,000 or more.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE FIRST SURVEY ADMINISTRATION
COMPARISON SITE (New Jersey)

PART A: GENERAL INFORMATION

TABLE 1: HOW LONG HAVE YOU BEEN EMPLOYED AS AN OPERATING ENGINEER ON A CONTINUOUS BASIS?

Less than 1 year	5.0
1-5 years	5.0
6-10 years	9.0
11-15 years	14.0
16-20 years	7.9
21-25 years	13.9
26 or over years	39.3
No Answer	5.9
	N=101

Only 5.0% of the respondents had been operating engineers for less than one year. Almost 40% had been operating engineers for over 25 years, with an additional 22% in the 16-25 year range.

TABLE 2: HOW LONG HAVE YOU HELD YOUR CURRENT POSITION WITH THE COMPANY?

Less than 1 year	45.9
1-5 years	34.1
6-10 years	8.2
11-15 years	5.9
16-20 years	2.3
21-25 years	0.0
26 or over years	3.5
	N=85

Almost 46% of respondents had been with their current employer for less than one year and another 34.1% had been there for 1-5 years. Only 3.5% had been with their employer for more than 20 years.

TABLE 3: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?

		Very Useful	Somewhat Useful	Not Very Useful	Useless	Does Not Apply	N
a.	High School Education	71.6	21.1	0.0	1.1	6.3	95
b.	Previous Job Experience	91.5	6.4	0.0	2.1	0.0	94
c.	Vocational Education or Training Since High School	70.0	15.0	0.0	0.0	15.0	80
d.	Academic or Professional Education Since High School	46.5	22.5	7.0	0.0	23.9	71

Most workers found their previous job experience very useful for their current job. High school education and vocational education/training were ranked next.

TABLE 4: ARE YOU FAMILIAR WITH EXISTENCE OF A TUITION AID PLAN WHERE YOU WORK?

Yes, very familiar	51.0
Yes, somewhat familiar	34.7
No, not familiar	14.3
	N=98

Slightly over half of the respondents (51%) considered themselves very familiar with the tuition aid plan. White thirty-four point seven percent (34.7%) had some degree of awareness of the plan, only 14.3% indicated that they were not familiar with the plan.

TABLE 5: IF YOU ANSWERED YES TO QUESTION 7, DO YOU KNOW WHO SPONSORS THE PROGRAM?

Negotiated as part of company/union contract	52.9
Company sponsored	0.0
Union sponsored	47.1
	N=85

Slightly over half of the respondents believe that the plan is nogotiated under contract. The remainder thought hat the plan is union sponsored.

TABLE 6: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

Tuition Aid Plan	
Yes	63.8
No	36.2
N=69	

Education and Training	
Yes	79.8
No	20.2
N=84	

Approximately two in three of those responsing reported receiving information on the plan during the six months prior to the survey. The percentage of workers reporting receiving information on available education and training during the same period was somewhat higher: about four in five workers indicated that they had received such information.

TABLE 7: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION AID PLAN?

Yes	79.4
No	8.2
Don't Know	12.4

N=97

Almost four-fifths of the respondents (79.4%) believed they were eligible to take a course under the plan. Slightly more than one-tenth (12.4%) indicated they did not know whether or not they were eligible to participate.

TABLE 8: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION AID PLAN?

Yes	78.3
No	21.7

N=92

Seventy-eight point three percent (78.3%) of the workers responding to this question indicated that they did know how to request approval for a course under the plan.

TABLE 9: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS?

	Yes	No	Don't Know	N
a. Employee's immediate supervisor	27.5	52.5	20.0	40
b. Supervisor of education & training	81.7	5.0	13.3	60
c. Personnel department	26.3	50.0	23.7	38
d. Joint or union education committee	87.5	4.7	7.8	64
e. The educational institution offering the course	56.8	25.0	18.2	44
f. Other company or union representative	57.4	23.4	19.1	47

Seven in eight of those responding indicated that the approval of the joint or union education committee is necessary to take a course. About four in five respondents indicated a supervisor of education and training must give formal approval. Fifty-seven point four percent (57.4%) responded that some other company/union representative approval is needed. This was followed by a response of 56.8% inidcating the need for approval by the educational institution offering the course.

TABLE 10: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes, it is a problem	No, it is not a problem	N
a. Too much red tape in applying for and getting approval for education or training	7.6	92.4	79
b. Education programs I want to take are not covered under the tuition-aid plan	11.8	88.2	76
c. Educational institutions I want to go to are not covered uncer the plan	17.6	82.4	74
d. I do not have adequate information about the tuition-aid plan	19.7	80.3	76
e. Not enough of the costs are covered uncer the plan	7.0	93.0	71

f. I am not able to pay in advance, even though I will be reimbursed	13.9	86.1	72
g. I am not willing to pay advance	8.5	91.5	71

Lack of information was cited as a problem by 19.7% of those responding, while 17.6% responded lack of plan coverage of desired education insititutions as a problem.

PART B: PARTICIPATION IN EDUCATION AND TRAINING

TABLE 11: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING IN THE LAST TWO (2) YEARS?

Education Program		Training Program	
Yes	30.4	Yes	28.1
No	69.6	No	71.9
N=92		N=96	

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX (6) MONTHS?

Education Program		Training Program	
Yes	26.9	Yes	27.6
No	73.1	No	72.4
N=52		N=58	

Slightly over one-quarter of those responding participated in a voluntary training program. Participation in voluntary education during this period was about the same at 26.9%.

TABLE 34: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

Yes, definitely	72.5
Maybe	22.0
No	5.5

N=91

Almost three-fourths of those responding indicated they would definitely consult with counselors/advisors, if they were available, regarding education or career plans.

TABLE 13: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM?

	Yes	No	N
a. To get a degree, diploma, or certificate	50.0	50.0	32
b. To upgrade skills for present job	92.3	7.7	39
c. For a different job	17.2	82.8	29
d. For career advancement	81.3	18.8	32
e. For better wages	65.6	84.4	32
f. To prepare for retirement	26.7	73.3	30
g. For leisure time pursuits	46.7	53.3	30
h. For general knowledge	91.9	8.1	37
i. For parenting skills	61.3	38.7	31
j. For religious pursuits	17.9	82.1	28
k. To be a better union member	92.5	7.5	40

Respondents to this question indicated that they participated in voluntary education or training:

- to be a better union member;
- to upgrade skills; and
- for general knowledge.

Reasons for participation cited least frequently were:

- for a differenct job;
- for religious pursuits; and
- to prepare for retirement.

PART E: INCENTIVES

TABLE 35: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING?

Yes	54.0
No	24.1
Don't Know	21.8

N=87

A majority (54%) of the respondents felt that the company did encourage employees to seek additional education or training. About four in twenty didn't know, while about five in twenty indicated that the company did not so encourage its employees.

TABLE 36: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION AID BENEFITS?

Yes	43.4
No	26.5
Don't know	30.1

N=83

Approximately two in five of the employees responding felt that the company encouraged the use of tuition aid benefits, although about 25 of the 83 respondents didn't know if the company did so.

TABLE 37: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING?

Yes	100%
No	0.0
Don't Know	0.0

N=98

TABLE 38: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION AID BENEFITS?

Yes	88.4
No	1.1
Don't know	10.5

N=95

Almost nine in ten of the respondents (88.4%) indicated that the union encourages the use of tuition aid benefits.

TABLE 14: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW.

	1st Choice		2nd Choice		3rd Choice	
a.	4.0		0.0		1.0	
b.	10.9		8.9		1.0	
c.	0.0		0.0		0.0	
d.	5.0		5.9		4.0	
e.	1.0		3.0		4.0	
f.	0.0		0.0		1.0	
g.	0.0		0.0		1.0	
h.	2.0		7.9		10.9	
i.	0.0		1.0		1.0	
j.	0.0		0.0		0.0	
k.	8.9	N=33	5.0	N=32	5.9	N=31

Reasons for participation most frequently chosen by respondents were:

1st Choice:	To upgrade skills for present job and to be a better union member.
2nd Choice:	To upgrade skills for present job and for general knowledge.
3rd Choice:	For general knowledge and to be a better union member.

Reasons least frequently indicated overall were: for a different job and for religious pursuits.

TABLE 15: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED.

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
Private vocational/technical or business school	35.3	52.9	11.8	0.0	17
Public Vocational/technical or business school	31.3	56.3	12.5	0.0	16
4-year college/university	57.1	14.3	28.6	0.0	7
Community college	36.4	54.5	9.1	0.0	11
Company/union run schools or courses	81.8	18.2	0.0	0.0	22
High school	50.0	50.0	0.0	0.0	20
Registered apprenticeship	33.3	66.7	0.0	0.0	6
Correspondence school	0.0	100.0	0.0	0.0	1
Community or social organization such as YMCA or church	75.0	25.0	0.0	0.0	8

Generally, those responding reported being either satisfied or very satisfied with instruction.

TABLE 16: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	Yes	No	N
You (self-paid)	75.0	25.0	20
Union	97.5	2.5	40
Company--under tuition-aid plan	26.7	73.3	15
Company -- not under tuition-aid plan	27.3	72.7	11
Government (veteran's benefits, federal loan or grant)	26.7	73.3	15

For the workers responding, the most common sources of educational financing were reported to be the union and the worker. The remaining responses were each cited as financial assistance sources by approximately one-quarter of the respondents.

TABLE 17: IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

Less than one (1) week	38.7
1 week	6.5
2 weeks	16.1
3 weeks	6.5
4 or more weeks	32.3

N=31

For over 60% of the workers participating uncer the tuition-aid plan, it took two weeks or less to receive approval to take the education or training. Thirty-two point three percent (32.3%) indicated approval took four or more weeks.

PART C: EDUCATIONAL OPPORTUNITIES

TABLE 18: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING.

	Not Important	Important	N
a. To complete an educational program for a diploma, certificate, or degree	39.7	60.3	78
b. To meet new people	34.6	65.4	81
c. To become a more well-rounded person	16.7	83.3	84
d. For social skills	31.0	69.0	84
e. To improve job performance	10.6	89.4	94
f. To learn skills for hobbies	49.3	50.7	75
g. To be a better union member	12.8	87.2	94
h. To improve my ability to read, write, speak, and do math	23.7	76.3	76
i. To be a better parent	31.6	68.4	76
j. To get a promotion	26.6	73.4	79
k. To improve family life	21.7	78.3	83
l. To prepare for another job or career	49.4	50.6	79
m. To better understand community issues	24.4	75.6	82
n. To learn more (knowledge for the sake of knowledge)	11.2	88.8	89
o. To become a better worker	14.1	85.9	85
p. To prepare for retirement	28.8	71.3	80

The four most important uses of further education and training were: to improve job performance, to learn more (knowledge for the sake of knowledge), to be a better union member, and to become a better worker.

TABLE 19: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

	Available			
	Yes	No	Don't know	N
a. Private vocational, technical or business schools	83.5	8.2	8.2	85
b. Public vocational, technical or business schools	92.0	5.7	2.3	87
c. 4-year college/university	76.5	17.3	6.2	81
d. Community college	88.1	9.5	2.4	84
e. High school	92.8	4.8	2.4	83
f. Company-run schools or courses	33.8	41.9	24.3	74
g. Union-run shcools or courses	89.2	7.5	3.2	93
h. On-the-job training	82.8	9.2	8.0	87
i. Correspondence school	73.7	9.2	17.1	76
j. Community or social organization such as UMCA or church	77.9	7.8	14.3	77

Respondents reported the most widely available educational programs to be: high schools; public vocational, technical, or business schools; union-run schools/courses; and community colleges. Responses indicated workers were least sure about the availability of company-run schools/courses (availability indicated as 33.8% yes; 41.9%, no, and 24.3%, don't know).

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
a. Private vocational, technical or business schools	63.5	36.5	74
b. Public vocational, technical or business schools	78.7	21.3	75
c. 4-year college/university	72.2	27.8	72
d. Community college	76.8	23.2	69
e. High school	70.4	29.6	71
f. Company-run schools or courses	38.8	61.2	67
g. Union-run schools or courses	97.8	2.2	92
h. On-the-job training	88.9	11.1	81
i. Correspondence school	40.0	60.0	65
j. Community or social organization such as YMCA or church	60.9	39.1	69

The preferred educational programs identified by respondents were union-run schools and on-the-job training. The least preferred programs were company-run schools or courses and correspondence schools.

TABLE 21: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't Know	N
a. Work site	57.0	37.2	5.8	86
b. Union hall	87.1	9.7	3.2	93
c. Education institution	81.7	7.3	11.0	82
d. Community organization (YMCA, church, etc.)	53.2	19.5	27.3	77
e. Library	54.1	23.0	23.0	74
f. At my place of residence	32.3	59.7	8.1	62

The two places most frequently cited as providing edcuational programs were educational institutions and the union hall. The least frequently cited place was the employee's home. Around one-quarter indicated they didn't know about the availability of educational programs through community organizations or at libraries.

TABLE 22: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

	Preference		
	Yes	No	N
a. Work site	73.8	26.2	84
b. Union hall	88.6	11.4	88
c. Education institution	89.0	11.0	73
d. Community organization (YMCA, church, etc.)	60.6	39.4	66
e. Library	59.7	40.3	62
f. At my place of residence	43.5	56.5	62

Education institutions and the union hall (89% and 88.6% respectively) were the two most preferred locations for educational programs. The worker's home was the least preferred.

TABLE 23: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

	Available			
	Yes	No	Don't know	N
a. Lectures or classes	89.4	4.7	5.9	85
b. Workshops or conferences	78.3	13.3	8.4	83
c. Correspondence courses	45.6	27.9	26.5	68
d. Television or video cassettes	43.1	30.6	26.4	72
e. Radio, records, or audio cassettes	29.4	36.8	33.8	68
f. Informal discussion groups	67.1	13.9	19.0	79
g. Private individual instruction	49.3	32.4	18.3	71
h. On-the-job training	84.6	13.2	2.2	91
i. Computer-assisted instruction	12.5	45.3	42.2	64
j. On my own	78.3	14.5	7.2	69

Lectures/classes and on-the-job training were reported to be available by 89.4% and 84.6% respectively. Approximately three in four of the respondents reported workshops/conferences and learning on their own were available. Sixty-seven point one percent (67.1%) indicated informal discussion groups as available. For the remainder of learning methods, forty-five percent or fewer of the respondents reported availability.

TABLE 24: AVAILABLE OR NOT WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	Preference		
	Yes	No	N
a. Lectures or classes	89.5	10.5	86
b. Workshops or conferences	93.1	6.9	87
c. Correspondence courses	24.6	75.4	65
d. Television or video cassettes	62.5	37.5	72
e. Radio, records, or audio cassettes	43.3	56.7	67
f. Informal discussion groups	88.2	11.8	76
g. Private individual instruction	76.8	23.2	69
h. On-the-job training	94.6	5.4	93
i. Computer-assisted instruction	37.1	62.9	62
j. On my own	82.7	17.3	75

On-the-job training, followed by workshops/conferences, lectures or classes, and informal discussion groups were reported to be the preferred methods of learning by more than four in five of those responding. Those least preferred were correspondence courses; computer-assisted instruction; and radio, records, or radio cassettes.

TABLE 25: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	Yes	No Response	N
Fellow workers	87.1	12.9	101
Supervisory or company administrative personnel	26.7	73.3	101
Family members	31.7	68.3	101
Anyone interested in the program	54.5	45.5	101
No preference	12.9	87.1	101

More than eighty percent (87.1%) of the respondents indicated that they were willing to participate in an education or training program with fellow workers.

TABLE 26: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU.

	Yes	No or No Response	N
People who are my own age.	33.7	66.3	101
People who are younger than I am.	19.8	80.2	101
People who are older than I am.	22.8	77.2	101
Any age group--age does not matter.	81.0	19.0	101

Four in five of the workers indicated that age was unimportant in their performance for fellow learners.

PART D: INFORMATION AND ADVICE

TABLE 27: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	Tuition Aid Plan		Education & Training		
	Yes	No	Yes	No	N
Employee handbook	18.8	81.2	17.8	82.2	101
Handouts to employees	7.9	92.1	14.9	85.1	101
Mailings to home	33.7	66.3	42.6	57.4	101
Bulletin board notices	5.9	94.1	12.9	87.1	101
In company newspapers or newsletters	10.0	90.0	10.0	90.0	100
In union newspaper	25.7	74.3	22.8	77.2	101
At union meetings	58.4	41.6	53.5	46.5	101
At company meetings	5.9	94.1	5.9	94.1	101
From counselor or advisor	5.0	95.0	6.0	94.0	100
From co-workers	26.7	73.3	24.8	75.2	101
From supervisors	5.9	94.1	5.0	95.0	101
From union representatives	54.5	45.5	51.5	48.5	101
Education catalogues or notices	8.9	91.1	9.9	90.1	101

The sources of information most commonly cited by respondents were union meetings and union representatives. The least frequently cited information sources were supervisors, counselors/advisor, and company meetings.

TABLE 28: OF THE METHODS LISTED, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.

	1st Choice	2nd Choice	3rd Choice	Totals
Employee handbook	7.9	2.0	3.0	12.9
Handouts to employees	1.0	0.0	1.0	2.0
Mailings to home	25.7	6.9	5.9	38.5
Bulletin board notices	0.0	1.0	1.0	2.0
In company newspapers or newsletters	2.0	0.0	1.0	3.0
In union newspaper	5.9	9.9	8.9	24.7
At union meetings	34.7	33.7	11.9	80.3
At company meetings	3.0	1.0	1.0	5.0
From counselor or advisor	3.0	5.0	10.9	18.9
From co-workers	0.0	8.9	8.9	17.8
From supervisors	0.0	2.0	1.0	3.0
From union representatives	5.0	14.9	22.8	42.7
Education catalogues or notices	1.0	0.0	3.0	4.0
	N=101	N=101	N=101	

Of the choices offered, union meetings was selected by most of the respondents as being helpful. The methods least frequently identified as helpful were handouts to employees and bulletin board notices.

TABLE 29: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	Yes	No & No Response	N
Co-workers	6.0	94.0	100
Supervisor	5.9	94.1	101
Union representative	92.1	7.9	101
Company representative	5.0	95.0	101

Nine in ten workers responding (92.1%) cited union representatives as the preferred source of information in tuition-aid. The remaining responses were each cited by less than 10% of those responding.

TABLE 30: IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS?

Company		Union	
Yes	33.3	Yes	96.8
No	59.4	No	1.1
Don't Know	9.4	Don't Know	2.1
N=32		N=94	

While one-third of those responding indicated there is a company representative providing advice/information about education and careers, 96.8% reported a union reported a union representative for this purpose.

TABLE 31: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

Yes	58.2
No	41.8

N=91

Almost four in five of the respondents indicated they had seen this individual in the two years prior to the survey.

TABLE 32: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

Yes	54.4
No	45.6

N=68

Of the 68 respondents to this question, slightly more than one-half had consulted this individual for help in education or career planning within the six months prior to the survey.

TABLE 33: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

Yes, very useful	77.5
Somewhat useful	10.0
No, not useful	12.5

N=40

Thirty-five of the 40 respondents to this question reported their meeting as "very" or "somewhat" useful.

TABLE 39: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	Tuition Aid Benefit			Education or Training		
	Yes	No	N	Yes	No	N
a. Supervisor	23.7	76.3	38	36.4	63.6	44
b. Fellow workers	47.5	52.5	40	62.0	38.0	50
c. Shop Steward(s)	62.2	37.8	45	73.2	26.8	56
d. Union leaders	83.8	16.2	68	88.2	11.8	68
e. Friends outside of work	26.5	73.5	34	42.1	57.9	38

Union leaders and shop stewards were cited most frequently as encouraging respondents to seek tuition aid benefits specifically, and education/training generally; the supervisor and friends outside of work were cited least frequently.

TABLE 40: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION AID BENEFITS?

	Yes	No	N
a. Letter of commendation	73.9	26.1	69
b. Special events held honoring students	62.9	37.1	62
c. Financial bonus	77.0	23.0	61
d. Consideration in career development reviews	90.8	9.2	65
e. Wage increase	94.7	5.3	75
f. Publicity for participating	51.8	48.2	56
g. Additional job responsibilities	87.1	12.9	70
h. Promotion or new job	93.6	6.4	78

With affirmative responses of more than fifty percent, respondents indicated that the above incentives could encourage employees to take additional education or training or to use tuition aid benefits.

PART F: FACTORS AFFECTING PARTICIPATION

TABLE 41: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU.

	Yes, it is a problem	No, it is not a problem	N
A. Education and Training Programs			
The education or training programs I want to take are not offered	21.7	78.3	83
Scheduling of education offerings are not convenient for me	20.3	79.7	79
Programs are held far away for me	25.9	74.1	81
I do not have transportation to get to programs	0.0	100.0	75
Programs held in the evening are unsafe for me to go to	1.3	98.7	76
B. Information and Advice			
I don't have adequate information about courses that are available	12.3	87.7	81
I do not have adequate information about what educational institutions are available	14.8	85.2	81
I do not have adequate advice or counseling about available courses and whether I am qualified to take them.	15.0	85.0	80
I do not have adequate advice or counseling about available educational institutions	10.6	89.4	85
I do not have adequate advice or counseling about my career opportunities	7.4	92.6	81
C. Personal and Family			
I don't want to take courses on my own time	4.5	95.5	88
I cannot afford child care or make arrangements for child care	5.1	94.9	79
I don't think I could pass the course	4.7	95.3	86

C. (Continued)	Yes, it is a problem	No, it is not a problem	N
I don't have enough free time because of family responsibilities	11.0	89.0	82
My work is too hard and I am too tired to take courses	7.1	92.9	84
My work schedule can not be rearranged to take time off to attend an educational program	23.2	76.8	82
Educational programs would take too long for me to complete	3.5	96.5	85
My spouse (wife or husband) doesn't want me to	3.5	96.5	85
My children don't want me to	1.2	98.8	82
D. General			
I don't think I would get promoted or get a better job even if I took some education	6.0	94.0	84
Favoritism in who gets approval	1.2	98.8	82
If I take a course, my company may think I lack a skill	0.0	100.0	82

Overall, factors relating to the physical aspects of educational training programs wre the most commonly identified problems reported as affecting decisions about whether or not to participate. The second group of factors, though less prominent, related to information and advice available to employees.

Those responding indicated as problems (in rank order) travel to and from the rpogram site (25.2%), the kind of education/training programs offered (21.7%), and scheduling of education offerings (20.3%).

TABLE 42: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

Yes, definately	47.3
Yes, probably	32.3
No	20.4

N=93

Forty-seven point three percent (47.3%) of the respondents indicated a definite desire to pursue further education or training; 20.4% indicated they did not want to do so.

TABLE 43: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

Yes, definitely	41.9
Yes, probably	41.9
No	16.1

N=93

Two in five of those responding indicated a definite need for further education or training, with the same number indicating they probably need to do so.

TABLE 44: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO YEARS?

Yes, definitely	30.8
Yes, probably	36.3
No	33.0

N=91

Two-thirds of the 91 responding indicated they either probably or definitely will continue their education or training in the next two years.

TABLE 45: DO YOU THINK YOU WILL USE YOUR TUITION AID BENEFITS IN THE NEXT TWO YEARS?

Yes, definitely	23.6
Yes, probably	33.7
No	42.7

N=89

Almost one-quarter of those responding definitely anticipated using tuition aid within the two years after the survey. An additional one-third indicated they will likely make use of the benefits. Forty-two point seven percent (42.7%) do not intend to take advantage of tuition aid during that time.

PART G: BACKGROUND INFORMATION

TABLE 46: WHAT IS YOUR SEX?

Male	98.0
Female	2.0

N=98

TABLE 47: HOW OLD ARE YOU?

Under 25	0.0
25-24	9.1
35-44	20.3
45-54	37.4
55 and over	33.3

N=99

About 70% of the respondents were age 45 or more.

TABLE 48: WHAT IS YOUR RACIAL BACKGROUND?

Black	2.0
White	95.9
American Indian or Alaskan Native	2.0
Asian or Pacific Islander	0.0

N=98

TABLE 49: IS YOUR ETHNIC HERITAGE HISPANIC?

Yes	3.6
No	96.4

N=84

TABLE 50: WHAT IS YOUR CURRENT MARITAL STATUS?

Single, never married	3.1
Married (not separated)	90.8
Married (separated)	4.1
Widowed	0.0
Divorced	2.0

N=98

TABLE 51: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

# of Dependents	Children	Others
0	32.7	57.4
1	12.9	26.7
2	19.8	13.9
3	17.8	2.0
4	10.0	0.0
5+	6.9	0.0
	N=101	N=101

TABLE 52: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

Before 1955	19.8
1955-1964	36.3
1965-1974	35.2
1975-1980	8.9
	N=91

Over 56% had children older than 15 years.

TABLE 53: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

a. Some high school or less	20.6
b. High school diploma or GED	45.4
c. Some college, but no associate or bachelor's degree	28.9
d. Associate degree	0.0
e. Bachelor's degree or higher	5.2
	N=97

About 45% of the respondents completed high school or GED. Thirty-four point one percent (34.1%) had some level of postsecondary schooling; one in five had less than a high school diploma.

TABLE 54: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

Before 1955	65.9
1955-1960	11.0
1961-1965	8.8
1966-1970	7.7
1971-1975	3.3
1976-1980	3.3

N=91

Over 65% attained their highest level of education before 1955.

TABLE 55: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

Yes	79.1
No	20.9

N=91

Four in five respondents had a one-year certificate, trade license, professional license, or journeyman's certificate.

TABLE 56: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

Rural or farm community	13.4
Small town or village (less than 50,000 people)	54.6
Medium-sized city or its suburbs (50,000-25,000 people)	27.8
Fairly large city or its suburbs (250,000-500,000 people)	2.1
Very large city or its suburbs (over 500,000 people)	2.1

N=97

A majority of those responding lived in a small town or village. Twenty-seven point eight percent (27.8%) were located in a medium-sized city or its suburbs.

TABLE 57: WHAT SHIFT DO YOU USUALLY WORK?

Day	98.9
Evening	0.0
Night	0.0
Split	1.1

N=95

TABLE 58: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

1-19	0.0
20-29	0.0
30-39	0.0
40-49	94.8
50-59	3.1
60 or more	2.1

N=96

Almost all of the respondents worked a 40-49 hour week on the job they held at the time of the survey. Five point two percent (5.2%) work 50 hours or more.

TABLE 59: WHAT IS YOUR PAY CATEGORY?

Hourly	93.5
Salaried, but paid for overtime	6.5
Salaried, not paid for overtime	0.0

N=93

All but 6.5% who were salaried but paid for overtime were hourly workers.

TABLE 60: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES, DURING 1978?

Less than $7,499	1.2
7,500 - 9,999	1.2
10,000 - 12,499	1.2
12,500 - 14,999	7.1
15,000 - 17,499	8.3
17,500 - 19,999	9.5
20,000 - 22,499	13.1
22,500 or more	58.3

N=84

Almost 60% of those responding reported an annual income of over $22,500. Reported income of less than $10,000 was only slight at 2.4%.

THE WORKER EDUCATION AND TRAINING STUDY

RESULTS OF THE SECOND SURVEY ADMINISTRATION AND
SELECT COMPARISONS WITH FIRST SURVEY RESULTS
COMPARISON SITE (New Jersey)

TABLE 1: HOW LONG HAVE YOU BEEN EMPLOYED IN THIS COMPANY ON A CONTINUOUS BASIS?

Less than one year	8.3
1-5 years	8.4
6-10 years	14.6
11-15 years	18.9
16-20 years	25.1
21-25 years	12.5
26-30 years	12.5

Only 8.3% of the respondents had been operating engineers for less than one year. And, 12.5% had been operating engineers for over 25 years, with close to 38% in the 16-25 years range.

TABLE 2: HOW LONG HAVE YOU HELD YOUR CURRENT JOB OR POSITION IN THIS COMPANY?

Less than one year	47.9
1-5 years	10.4
6-10 years	10.4
11-15 years	10.4
16-20 years	10.4
21-25 years	4.2
26 or more	6.3

Almost 48% of the respondents had been with their current employer for less than one year and another 10.4% had been there for another 1-5 years. A little over 10% had been in their current position for over 20 years.

TABLE 3: HOW USEFUL HAVE THE FOLLOWING BEEN FOR YOUR CURRENT JOB?

	Very Useful	Somewhat Useful	Not Very Useful	Useless	Does Not Apply	N
High School education	46.5	34.9	7.0	9.3	2.3	43
Previous job experience	69.0	21.4	7.1	2.4	0.0	42
Vocational education or training since high school	48.3	20.7	13.8	13.8	3.4	29
Academic or professional education since high school	34.8	17.1	21.1	8.7	17.4	23

Most workers found their previous job experiences very useful for their current job. Vocational education or training since high school ranked second with 48.3% regarding it as very useful.

TABLE 4: ARE YOU FAMILIAR WITH THE EXISTENCE OF A TUITION AID PLAN WHERE YOU WORK?

	T_1	T_2
Yes, very familiar	51.0	35.6
Yes, somewhat familiar	34.7	37.8
No, not familiar	14.3	26.7
	(N=98)	(N=45)

About 51% of respondents at T_1 and 36% at T_2 considered themselves very familiar with Tuition-Aid plans with about 35% at T_1 and 38% at T_2 indicating that they had some degree of awareness of the plan. About 14% of the respondents at T_1 and about 27% at T_2 indicated that they were not familiar with the plan.

TABLE 5: IF YOU ANSWERED YES TO QUESTION 7, DO YOU KNOW WHO SPONSORS THE PROGRAM?

Negotiated as part of company/union contract	36.4
Company sponsored	3.0
Union sponsored	60.6
	(N=33)

About 36% of the respondents believed that the plan is negotiated as part of a company/union contract. The majority (60.6%) believed that it is union sponsored.

TABLE 6: IN THE LAST SIX MONTHS HAVE YOU RECEIVED INFORMATION ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	T_1	T_2		T_1	T_2
YES	63.8	47.2	YES	79.8	71.1
NO	36.2	52.8	NO	20.2	28.9
	(N=69)	(N=36)		(N=84)	(N=38)

About 64% of the respondents at T_1 and 47% at T_2 reported receiving information on the TA-plan during the six months prior to the survey. The percentage of workers reporting receiving information on available education and training during the six months prior to the survey declined from 79.8% at T_1 to 71.1% at T_2.

TABLE 7: ARE YOU ELIGIBLE TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN?

	T_1	T_2
YES	79.4	65.0
NO	8.2	10.0
DON'T KNOW	12.4	25.0
	(N=97)	(N=40)

Both at T_1 and T_2, the majority of the respondents indicated that they were eligible to take a course under their TA-plan.

TABLE 8: DO YOU KNOW HOW TO REQUEST APPROVAL TO TAKE A COURSE UNDER YOUR TUITION-AID PLAN

	T_1	T_2
YES	78.3	75.7
NO	21.7	24.3
	(N=92)	(N=37)

About 78% of the respondents at T_1 and 76% at T_2 indicated that they knew how to request approval to take a course under their Tuition-Aid plan.

TABLE 9: WHAT OFFICE(S) OR INDIVIDUAL(S) MUST GIVE FORMAL APPROVAL TO AN APPLICATION FOR TUITION-AID BENEFITS?

	YES	NO	DON'T KNOW	N
Employee's immediate supervisor	0.0	58.3	41.7	12
Supervisor of education & training	77.8	5.6	16.7	18
Personnel department	0.0	70.0	30.0	10
Joint or union education committee	77.3	9.1	13.6	22
The educational institution offering the course	33.3	22.2	44.4	9
Other company or union representative	61.7	7.7	30.8	13

About 78% of the respondents felt that the approval of the supervisor of education and training is necessary to take a course. And, 77% indicated that the approval of the joint or union education committee is necessary to take a course.

TABLE 10: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT USE THEIR TUITION-AID BENEFITS. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes It Is a Problem		No It Is Not A Problem	
	T_1	T_2	T_1	T_2
a. Too much red tape in applying for and getting approval for education or training	7.6	10.7	92.4	89.3
b. Education programs I want to take are not covered under the tuition-aid plan	11.8	11.5	88.2	88.5
c. Educational institutions I I want to go to are not covered under the plan	17.6	16.0	82.4	84.0
d. I do not have adequate information about the tuition-aid plan	19.7	19.2	80.3	80.8
f. I am not able to pay in advance, even though I will be reimbursed	13.9	26.9	86.1	73.[illegible]
g. I am not willing to pay in advance	8.5	9.1	91.5	90.9

Lack of information was cited as a problem by 19.7% of the respondents at T_1 and 19.2% at T_2. At T_2, however, while 30.4% of the respondents indicated that "not enough of the costs are covered under the plan", only 7.0% of the respondents at T_1 indicated that this factor constituted a problem

PART B: PARTICIPATION IN EDUCATION AND TRAINING

TABLE 11: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE LAST TWO (2) YEARS?

	Education Program			Training Program	
	T_1	T_2		T_1	T_2
YES	30.4	7.9	YES	28.1	22.5
NO	69.6	92.1	NO	71.9	77.5
	(N=92)	(N=38)		(N=96)	(N=40)

About 30% of respondents at T_1 and only 79% at T_2 said that they had participated in a voluntary education program during the two years prior to the survey. About 28% of the respondents at T_1 and 22.5% at T_2 reported that they had participated in a voluntary training program.

TABLE 12: HAVE YOU PARTICIPATED IN A VOLUNTARY EDUCATION OR TRAINING PROGRAM IN THE PAST SIX (6) MONTHS?

	Education Program			Training Program	
	T_1	T_2		T_1	T_2
YES	26.9	18.2	YES	27.6	9.5
NO	73.1	81.8	NO	72.4	90.5
	(N=52)	(N=22)		(N=58)	(N=21)

About 27% of the respondents at T_1 and 18.2% at T_2 said that they had participated in a voluntary education program in the six months prior to the survey. Participation in voluntary training during the same period was reported to be 27.6% at T_1 and only 9.5% at T_2.

TABLE 13: WHY DID YOU PARTICIPATE IN THE EDUCATION OR TRAINING PROGRAM?

	YES	NO	N
a. To get a degree, diploma, or certificate	75.0	25.0	8
b. To upgrade skills for present job	84.6	15.4	13
c. For a different job	60.0	40.0	10
d. For career advancement	87.5	12.5	8
e. For better wages	90.9	9.1	11
f. To prepare for retirement	50.0	50.0	8
g. For leisure time pursuits	22.2	77.8	9
h. For general knowledge	87.5	12.5	8
i. For parenting skills	62.5	37.5	8
j. For religious pursuits	22.2	77.8	9
k. To be a better union member	0.0	0.0	0

Respondents to this question indicated that they participated in voluntary education or training (first five reasons in decreasing importance).

1. For better wages.
2&3. For career advancement and for general knowledge.
4. To upgrade skills for present job.
5. To get a degree, diploma, or certificate.

TABLE 14: PLEASE RANK YOUR REASONS FOR PARTICIPATING IN THE PROGRAMS BY PUTTING THE LETTER OF THE REASON FROM QUESTION 16 IN THE SPACES BELOW.

	1st CHOICE	2nd CHOICE	3rd CHOICE
a. To get a degree, diploma, or certificate	0.0	12.5	0.0
b. To upgrade skills for present job	25.0	12.5	33.3
c. For a different job	12.5	0.0	16.7
d. For career advancement	25.0	0.0	0.0
e. For better wages	25.0	25.0	0.0
f. To prepare for retirement	0.0	12.5	16.7
g. For leisure time pursuits	12.5	0.0	0.0
h. For general knowledge	0.0	0.0	16.7
i. For parenting skills	0.0	0.0	0.7
j. For religious pursuits	0.0	0.0	0.7
k. To be a better union member	0.0	37.5	0.7

Reasons for participation most frequently indicated by the respondents to this question are:

1st choice: to upgrade skills for present job.

2nd choice: to be a better union member!

3rd choice: to upgrade skills for present job.

NOTE: Due to the small number of workers reponsding to this question it is difficult to draw any conclusions about the above percentages.

TABLE 15: IF YOU PARTICIPATED IN AN EDUCATION OR TRAINING PROGRAM, PLEASE INDICATE HOW SATISFIED YOU WERE WITH THE INSTRUCTION YOU RECEIVED

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied	N
Private vocational/technical or business school	50.0	50.0	0.0	0.0	2
Public vocational, technical, or business school	66.7	16.7	16.7	0.0	6
4-year college/university	60.0	20.0	20.0	0.0	5
Community college	33.3	66.7	0.0	0.0	3
Company/union run schools or courses	33.3	66.7	0.0	0.0	6
High school	40.0	60.0	0.0	0.0	5
Registered apprenticeship	0.0	100.0	0.0	0.0	3
Correspondence school	0.0	100.0	0.0	0.0	1
Community or social organization such as YMCA or church	0.0	100.0	0.0	0.0	1

It is difficult to draw any definite conclusion on the basis of the few workers who have responded to this question. It appears, however, that respondents reported general satisfaction with almost all of the education and training they had received.

TABLE 16: PLEASE INDICATE WHICH OF THE FOLLOWING PAID FOR THE EDUCATION OR TRAINING YOU RECEIVED.

	YES (1)	NO (T_1)	YES (2)	NO (2)
You (self-paid)	75.0	25.0	85.7	14.3
Union	97.5	2.5	81.8	18.2
Company -- under tuition aid plan	26.7	73.3	66.7	33.3
Company -- not under tuition aid plan	27.3	72.7	50.0	50.0
Government (veteran's benefits, federal loan or grant)	26.7	73.3	50.0	50.0

Both at T_1 and T_2, the most common source of financial assistance for education and training were reported to be workers themselves and the union.

TABLE 17: IF YOU PARTICIPATED UNDER YOUR TUITION-AID PLAN, APPROXIMATELY HOW LONG DID IT TAKE YOU TO RECEIVE APPROVAL TO TAKE THE EDUCATION OR TRAINING?

Less than one (1) week	33.3
1 week	16.7
2 weeks	16.7
3 weeks	0.0
4 or more weeks	33.3
	(N=6)

For about one third of the respondents who participated in the TA-plan, it took one or less than one week to receive approval to take the education or training.

PART C: EDUCATIONAL OPPORTUNITIES

TABLE 18: PLEASE INDICATE THE IMPORTANCE TO YOU PERSONALLY OF EACH OF THE FOLLOWING POSSIBLE USES OF FURTHER EDUCATION AND TRAINING.

	Not Important	Important	N
To complete an educational program for a diploma, certificate, or degree	41.1	58.8	34
To meet new people	44.1	55.9	34
To become a more well-rounded person	27.8	72.2	36
For social skills	53.1	46.9	32
To improve job performance	15.0	85.0	40
To learn skills for hobbies	58.6	41.4	29
To be a better union member	22.0	78.0	41
To improve my ability to read, write, speak, and do math	58.3	41.7	36
To be a better parent	61.3	38.7	31
To get a promotion	51.5	48.5	33
To improve family life	37.5	35.4	35
To prepare for another job or career	62.2	37.8	37
To better understand community issues	46.9	53.1	32
To learn more (knowledge for the sake of knowledge)	23.5	76.5	34
To become a better worker	10.0	90.0	40
To prepare for retirement	21.2	78.8	33

The three most important uses of further education and training reported are: (1) "to become a better worker," (2) "to improve job performance", and (3) "to prepare for retirement".

TABLE 19: WHICH OF THE FOLLOWING EDUCATIONAL PROGRAMS ARE AVAILABLE IN YOUR LOCAL AREA?

	AVAILABLE YES	NO	DON'T KNOW	N
Private vocational, technical or business schools	82.4	11.8	5.9	34
Public vocational, technical or business schools	77.1	17.1	5.7	35
4-year college/university	65.7	28.6	5.7	35
Community college	77.8	19.4	2.8	36
High school	80.0	17.1	2.9	35
Company-run schools or courses	45.5	39.4	15.2	33
Union-run schools or courses	90.0	10.0	0.0	40
On-the-job training	89.2	8.1	2.7	37
Correspondence school	48.4	32.3	19.4	31
Community or social organization such as YMCA or church	78.1	18.8	3.1	32

The most widely available education programs were reported to be: (1) union-run schools or courses; (2) on-the-job training; and, (3) private vocational, technical or business schools.

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	PREFERENCE YES	NO	N
Private vocational, technical or business schools	54.8	45.2	31
Public vocational, technical or business schools	75.0	25.0	32
4-year college/university	42.9	57.1	28
Community college	65.5	34.5	29
High school	62.1	37.9	29
Company-run schools or courses	50.0	50.0	28
Union-run schools or courses	100.0	0.0	38

TABLE 20: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR EDUCATIONAL PROGRAMS?

	PREFERENCE		
	YES	NO	N
On-the-job training	94.7	5.3	38
Correspondence school	33.3	66.7	27
Community or social organization such as YMCA or church	53.6	46.4	28

The three most preferred educational programs identified by respondents were: (1) union-run schools or courses; (2) on-the-job training; and, (3) public vocational, technical or business schools.

TABLE 21: IN WHICH OF THE FOLLOWING PLACES ARE EDUCATIONAL PROGRAMS CURRENTLY AVAILABLE?

	AVAILABLE			
	YES	NO	DON'T KNOW	N
Work site	57.1	37.1	5.7	35
Union hall	90.1	6.1	3.0	33
Education institution	59.4	28.1	12.5	32
Community organization (YMCA, church, etc)	29.6	33.3	37.0	27
Library	51.6	25.8	22.6	31
At my place of residence	21.4	71.4	7.1	28

The two places most frequently cited as providing educational programs were "union hall" and "education institution." The least frequently cited place was the workers place of residence.

TABLE 22: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR THE LOCATION OF EDUCATIONAL PROGRAMS?

	PREFERENCE		
	YES	NO	N
Work site	83.8	16.2	37
Union hall	89.2	10.8	37
Education institution	68.8	31.3	32
Community organization (YMCA, church, etc.)	48.3	51.7	29
Library	58.6	41.4	29
At my place of residence	23.1	76.9	26

Work sites and union halls are the two most preferred locations for educational programs.

TABLE 23: WHICH METHODS OF LEARNING ARE CURRENTLY AVAILABLE?

	AVAILABLE YES	NO	DON'T KNOW	N
Lectures or classes	72.7	12.1	15.2	33
Workshops or conferences	72.2	13.9	13.9	36
Correspondence courses	41.4	34.5	24.1	29
Television or video cassettes	36.7	26.7	36.7	30
Radio, records, or audio cassettes	39.3	21.4	39.3	28
Informal discussion groups	46.7	20.0	33.3	30
Private individual instruction	53.6	21.4	25.0	28
On-the-job training	85.7	5.7	8.6	35
Computer-assisted instruction	24.1	37.9	37.9	29
On my own	70.0	23.3	6.7	30

On-the-job training, lectures or classes and workshops or conferences were reported to be the three most available methods of learning. The least available methods were reported to be computer-assisted instruction, TV or video cassettes, and radio, records, or audio cassettes.

TABLE 24: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	PREFERENCE YES	NO	N
Lectures or classes	72.7	27.3	33
Workshops or conferences	86.1	13.9	36
Correspondence courses	32.1	67.9	28
Television or video cassettes	42.9	57.1	28

TABLE 24: AVAILABLE OR NOT, WHAT IS YOUR PREFERENCE FOR METHODS OF LEARNING?

	PREFERENCE YES	NO	N
Radio, records, or audio cassettes	39.3	60.7	28
Informal discussion groups	71.9	28.1	32
Private individual instruction	75.9	24.1	29
On-the-job training	100.0	0.0	36
Computer-assisted instruction	44.8	55.2	29
On my own	80.0	20.0	30

On-the-job training, followed up by "on my own" method, followed by workshops or conferences, were reported to be the preferred methods of learning for more than 70% of the respondents. Methods least preferred were: correspondence courses, and radio, records, or audio cassettes.

TABLE 25: IF YOU WERE TO PARTICIPATE IN AN EDUCATION OR TRAINING PROGRAM, IS THERE A GROUP OF PEOPLE WITH WHOM YOU WOULD PREFER TO LEARN?

	YES	DON'T KNOW	N
Fellow workers	70.8	29.2	48
Supervisory or company administrative personnel	8.3	91.7	48
Family members	18.8	81.2	48
Anyone interested in the program	50.0	50.0	48
No preference	12.5	87.5	45

About 71% of the respondents indicated that they were willing to participate in an education or training program with their fellow workers, and 50% indicated that they were willing to participate in the program with anyone interested in the program.

TABLE 26: IS THERE ANY AGE GROUP YOU WOULD PREFER TO BE IN THE PROGRAM WITH YOU?

	YES	NO/NO RESPONSES	N
People who are my own age	27.1	72.9	48
People who are younger than I am	8.3	91.7	48
People who are older than I am	6.3	93.7	48
Any age group - age does not matter	64.6	35.5	48

The majority (64.6%) of the workers indicated that any age was unimportant in their preferences for fellow learners.

PART D: INFORMATION AND ADVICE

TABLE 27: HOW DID YOU RECEIVE INFORMATION IN THE LAST SIX MONTHS ABOUT YOUR TUITION-AID PLAN OR ABOUT EDUCATION AND TRAINING AVAILABLE TO YOU?

	T.A. PLAN		ED. AND TRAINING	
	YES(T_1)	YES(T_2)	YES(T_1)	YES(T_2)
a. Employee handbook	18.8	8.3	17.8	10.4
b. Handouts to employees	7.9	0.0	14.9	6.3
c. Mailings to home	33.7	33.3	42.6	31.3
d. Bulletin board notices	5.9	2.1	12.9	8.3
e. In company newspapers or newsletters	10.0	4.2	10.0	2.1
f. In union newspaper	25.7	16.7	22.8	22.9
g. At union meetings	58.4	41.7	53.5	43.8
h. At company meetings	5.9	2.1	5.9	0.0
i. From counselor or advisor	5.0	2.1	6.0	0.0
j. From co-workers	26.7	14.6	24.8	18.8
k. From supervisors	5.9	2.1	5.0	0.0
l. From union representatives	54.5	35.4	51.5	33.3
m. Education catalogues or notices	8.9	4.2	9.9	2.1

The sources of information most commonly cited by respondents at T_1 and T_2 were union meetings and from union representatives relative to both TA-plan and education and training programs. The least frequently cited sources were supervisors, counselor or advisor, company meetings, and handouts to employees.

TABLE 28: OF THE METHODS LISTED IN TABLE 27 ABOVE, PLEASE INDICATE THE THREE METHODS THAT YOU FIND MOST HELPFUL.

	1st CHOICE	2nd CHOICE	3rd CHOICE
a. Employee handbook	14.3	4.3	0.0
b. Handouts to employees	0.0	0.0	0.0
c. Mailings to home	35.7	8.7	20.0
d. Bulletin board notices	0.0	0.0	0.0
e. In company newspapers or newsletters	0.0	0.0	0.0
f. In union newspaper	7.1	4.3	0.0
g. At union meetings	35.7	47.8	0.0
h. At company meetings	3.6	4.3	5.0
i. From counselor or adviser	0.0	8.7	25.0
j. From co-workers	3.6	4.3	25.0
k. From supervisors	0.0	0.0	0.0
l. From union representatives	0.0	17.4	25.0
m. Education catalogues or notices	0.0	0.0	0.0
	(N=28)	(N=23)	(N=20)

At the first choice, 35.7% of the respondents found mailings to home, and another 35.7% indicated union meetings as the most useful method of receiving information. As the second choice, 47.8% indicated union meetings as the most useful method; and as the third choice, advisor or counselor, co-workers, and union representatives were favored equally.

TABLE 29: IF YOU WERE INTERESTED IN GETTING INFORMATION ON YOUR TUITION-AID PLAN, FROM WHOM WOULD YOU LIKE TO GET IT?

	YES(T_1)*	YES(T_2)*
Co-workers	6.0	12.5
Supervisor	5.9	10.4
Union representative	92.1	83.3
Company representative	5.0	2.1

Respondents most frequently cited "union representatives", both at T_1 and T_2, as preferred sources of information on Tuition Aid. The least preferred source is reported to be the "company representative" at both T_1 and T_2.

TABLE 30: IS THERE A DESIGNATED INDIVIDUAL IN YOUR COMPANY OR UNION WHO CAN PROVIDE ADVICE OR INFORMATION ABOUT EDUCATION AND CAREERS?

Company	T_1	T_2	Union	T_1	T_2
Yes	33.3	21.4	YES	96.8	78.6
No	59.4	50.0	No	1.1	7.1
Don't Know	9.4	28.6	Don't Know	2.1	14.3
	(N=32)	(N=14)		(N=94)	(N=42)

About 33% of the respondents at T_1 and 21% at T_2 indicated that there is a designated person in the company who can provide advice/information on education and careers. Relative to the union, however, a significant majority (97% at T_1 and 79% at T_2) indicated that there is a designated person in the union who can provide advice/information on education and careers.

* The balance between those who said "Yes" and 100 represents the percent of those who either said "No" or did not respond to the particular question.

TABLE 31: IN THE PAST TWO YEARS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

	T_1	T_2
YES	58.2	38.2
NO	41.8	61.8
	(N=91)	(N=34)

About 58% of the respondents at T_1 and 38.0% at T_2 indicated that they had seen this individual in the two years prior to the survey.

TABLE 32: IN THE LAST SIX MONTHS, HAVE YOU SEEN THIS INDIVIDUAL TO HELP YOU WITH YOUR EDUCATION OR CAREER PLANNING?

	T_1	T_2
YES	54.4	38.1
NO	45.6	61.9
	(N=68)	(N=21)

About 54% of the respondents at T_1 and only 38% at T_2 indicated that they had consulted this individual for help in education or career planning within the six months prior to the survey.

TABLE 33: IF YOU HAVE SEEN A COUNSELOR OR ADVISOR, WAS IT USEFUL OR HELPFUL?

	T_1	T_2
Yes, very useful	77.5	44.4
Somewhat useful	10.0	44.4
No, not useful	12.5	11.1
	(N=40)	(N=9)

Eighty-eight percent of the respondents at T_1 and only 44.4% at T_2 who had seen a counselor or advisor, reported the meeting as "very useful." Another 10% at T_1 and 44.4% at T_2 reported the meeting as "being somewhat useful."

TABLE 34: IF INDIVIDUALS WERE AVAILABLE TO TALK TO YOU ABOUT YOUR EDUCATIONAL OR CAREER PLANS, WOULD YOU GO TO TALK TO THEM?

	T_1	T_2
Yes, definitely	72.5	61.1
Maybe	22.0	27.8
No	5.5	11.1
	(N=91)	(N=36)

Seventy-two percent of the respondents at T_1 and 61% at T_2 indicated that they would talk to any individual available to talk to them about education and careers. Another 22% at T_1 and 28% at T_2 indicated that they "may" talk to this individual.

PART E: Incentives

TABLE 35: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	T_1	T_2
YES	54.0	62.5
NO	24.1	22.5
DON'T KNOW	21.8	15.0
	(N=87)	(N=40)

A majority of the respondents at T_1 (54%) and T_2 (62.5%) felt that the company does encourage employees to seek additional education or training. About 24% of the respondents at T_1 and 22% at T_2 felt that the company does not so encourage its employees.

TABLE 36: DOES YOUR COMPANY ENCOURAGE EMPLOYEES TO USE TUITION-AID BENEFITS?

	T_1	T_2
YES	43.4	56.8
NO	26.5	13.5
DON'T KNOW	30.1	29.7
	(N=83)	(N=37)

About 43% of the respondents at T_1 and 57% at T_2 felt that the company encourages employees to use Tuition Aid.

TABLE 37: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	T_1	T_2
YES	100.0	81.8
NO	0.0	4.5
DON'T KNOW	0.0	13.6
	(N=98)	(N=44)

All respondents at T_1 and about 82% at T_2 felt that the union encourages members to seek additional education or training.

TABLE 38: DOES YOUR LOCAL UNION ENCOURAGE MEMBERS TO USE TUITION-AID BENEFITS?

	T_1	T_2
YES	88.4	81.8
NO	1.1	4.5
DON'T KNOW	10.5	13.6
	(N=95)	(N=44)

A significant majority of the respondents at T_1 (88.4%) and T_2 (81.8%) indicated that the union encourages its members to use Tuition Aid.

TABLE 39: HAVE ANY OF THE FOLLOWING PEOPLE ENCOURAGED YOU TO USE TUITION-AID BENEFITS OR TO SEEK ADDITIONAL EDUCATION OR TRAINING?

	Tuition-Aid Benefit			Education or Training		
	YES	NO	N	YES	NO	N
Supervisor	18.8	81.3	16	18.2	81.8	11
Fellow workers	47.1	52.9	17	45.5	54.5	11
Shop steward(s)	53.3	46.7	15	56.3	43.8	16
Union leaders	78.6	21.4	28	88.5	11.5	26
Friends outside of work	26.7	73.3	15	10.0	90.0	10

About 79% of the respondents reported receiving encouragement to use Tuition-Aid from the "union leaders", followed by about 53% who reported receiving encouragement from "shop steward(s)". "Fellow workers" and "friends outside of work" ranked third and fourth, respectively, as a source of inspiration to use Tuition-Aid. Regarding education and training, workers generally reported receiving encouragement from their "union leaders", "shop steward(s)", and their "fellow workers" in a decreasing order, with "friends outside of work" as the least important source of encouragement.

TABLE 40: DO YOU FEEL INCENTIVES COULD ENCOURAGE EMPLOYEES TO TAKE ADDITIONAL EDUCATION OR TRAINING OR TO USE TUITION-AID BENEFITS?

	YES	NO	N
Letter of commendation	43.5	56.5	23
Special events held honoring students	42.9	57.1	21
Financial bonus	72.7	27.3	22
Consideration in career development reviews	60.9	39.1	23
Wage increase	93.3	6.7	30
Publicity for participating	40.0	60.0	20
Additional job responsibilities	62.5	37.5	24
Promotion or new job	88.5	11.5	26

The majority of respondents to this question indicated that all except "publicity for participating", "special events held honoring students", and "letter of commendation" could encourage employees to take additional education or training, or to use Tuition-Aid benefits.

PART F: FACTORS AFFECTING PARTICIPATION

TABLE 41: THERE ARE A LOT OF REASONS WHY PEOPLE MAY NOT PURSUE FURTHER EDUCATION OR TRAINING. DO ANY OF THE FOLLOWING ACT AS A PROBLEM FOR YOU?

	Yes, it is a problem		No, it is not a problem	
	T_1	T_2	T_1	T_2
A. Education and Training Programs				
The education or training programs I want to take are not offered	21.7	16.7	78.3	83.3
Scheduling of education offerings are not convenient for me	20.3	31.3	79.7	68.8
Programs are held far away for me	25.9	33.3	74.1	66.7
I do not have transportation to get to programs	0.0	12.1	100.0	87.9
Programs held in the evening are unsafe for me to go to	1.3	6.5	98.7	93.5
B. Information and Advice				
I don't have adequate information about courses that are available	12.3	31.3	87.7	68.8
I do not have adequate information about what educational institutions are available	14.8	25.8	85.2	74.2
I do not have adequate advice or counseling about available courses and whether I am qualified to take them	15.0	25.0	85.0	75
I do not have adequate advice or counseling about available educational institutions	10.6	23.3	89.4	76.7
I do not have adequate advice or counseling about my career opportunities	7.4	22.6	92.6	77.4

	Yes, it is a problem		No, it is not a problem	
	T_1	T_2	T_1	T_2
C. Personal and Family				
I don't want to take courses on my own time	4.5	19.4	95.5	80.6
I cannot afford child care or make arrangements for child care	5.1	10.0	94.9	90.0
I don't think I could pass the course	4.7	10.0	95.3	90.0
I don't have enough free time because of family responsibilities	11.0	28.1	89.0	71.9
My work is too hard and I am too tired to take courses	7.1	13.3	92.9	86.7
My work schedule cannot be rearranged to take time off to attend an educational program	23.2	31.3	76.8	68.8
Educational programs would take too long for me to complete	3.5	12.5	96.5	87.5
My spouse (wife or husband) doesn't want me to	3.5	0.0	96.5	100.0
My children don't want me do	1.2	0.0	98.8	100.0
D. General				
I don't think I would get promoted or get a better job even if I took some education	6.0	24.2	94.0	75.8
Favoritism in who gets approval	1.2	25.5	98.8	75.0
If I take a course, my company may think I lack a skill	0.0	6.5	100.0	93.5

At T_1 the three most important problems were: (1) "programs are held far away from me; (2) "my work schedule cannot be rearranged to take time off to attend an educational program", and (3) "the education or training programs I want to take are not offered". However, at T_2 a different set of problems were reported as follows: (1) "programs are held far away for me", (2) "I don't have adequate information about courses that are available", (3) "scheduling of education offerings are not convenient for me", and (4) "my work schedule cannot be rearranged to take time off to attend an educational program".

TABLE 42: DO YOU PERSONALLY WANT TO TAKE ANY FURTHER EDUCATION OR TRAINING?

	T_1	T_2
Yes, definitely	47.3	39.5
Yes, probably	32.3	25.6
No	20.4	34.9
	(N=93)	(N=43)

About 47% of the respondents at T_1 and 40% at T_2 indicated definite desire to pursue education or training. Twenty percent of the respondents at T_1 and 35% at T_2 indicated that they did not want further education or training.

TABLE 43: DO YOU PERSONALLY THINK THAT YOU NEED MORE EDUCATION OR TRAINING?

	T_1	T_2
Yes, definitely	41.9	35.7
Yes, probably	41.9	28.6
No	16.1	35.7
	(N=91)	(N=42)

About 42% of the respondents at T_1 and 36% at T_2 indicated a definite need on their part for further education and training. Sixteen percent at T_1 and 36% at T_2 indicated that they did not feel the need.

TABLE 44: DO YOU INTEND TO CONTINUE YOUR EDUCATION OR TRAINING IN THE NEXT TWO (2) YEARS?

	T_1	T_2
Yes, definitely	30.8	16.7
Yes, probably	36.3	33.3
No	33.0	50.0
	(N=91)	(N=42)

Thirty-one percent of the respondents at T_1 and about 17% at T_2 indicated that they definitely intended to continue their education or training in the two years after the survey. An additional 36% at T_1 and 33% at T_2 indicated that they probably would.

TABLE 45: DO YOU THINK YOU WILL USE YOUR TUITION-AID BENEFITS IN THE NEXT (2) YEARS?

	T_1	T_2
Yes, definitely	23.6	32.5
Yes, probably	33.7	15.0
No	42.7	52.5
	(N=89)	(N=40)

Twenty-four percent of the respondents at T_1 and 32% at T_2 anticipated definitely using Tuition-Aid during the two years after the survey. An additional 34% at T_1 and 15% at T_2 indicated that they probably would use their T-A benefits in the next two years.

PART G: BACKGROUND INFORMATION

TABLE 46: WHAT IS YOUR SEX?

	T_1	T_2
Male	98.0	100.0
Female	2.0	0.0
	(N=98)	(N=48)

TABLE 47: HOW OLD ARE YOU?

	T_1	T_2
Under 25	0.0	2.2
25 - 34	9.1	20.0
35 - 44	20.2	15.6
45 - 54	37.4	42.2
55 and over	33.	20.0
	(N=99)	(N=45)

About 9% of the respondents at T_1 and 22% at T_2 were under 35 years of age.

TABLE 48: WHAT IS YOUR RACIAL BACKGROUND?

	T_1	T_2
Black	2.0	4.5
White	95.9	93.2
American Indian or Alaskan Native	2.0	0.0
Asian or Pacific Islander	0.0	2.3
	(N=98)	(N=44)

Two percent of the respondents at T_1 and 4.5% at T_2 were black.

TABLE 49: IS YOUR ETHNIC HERITAGE HISPANIC?

	T_1	T_2
Yes	3.6	7.7
No	96.4	92.3
	(N=84)	(N=39)

About 4% of the respondents at T_1 and 8% at T_2 were of Hispanic ethnic heritage.

TABLE 50: WHAT IS YOUR CURRENT MARITAL STATUS?

	T_1	T_2
Single, never married	3.1	9.1
Married (not separated)	90.8	86.4
Married (separated)	4.1	0.0
Widowed	0.0	2.3
Divorced	2.0	2.3
	(N=98)	(N=44)

About 91% of the respondents at T_1 and 86% at T_2 were married (not separated.

TABLE 51: HOW MANY DEPENDENTS ARE CURRENTLY LIVING WITH YOU?

# of Dependents	Children	Others
0	41.7	66.7
1	18.8	22.9
2	14.6	6.3
3	8.3	4.2
4	10.4	0.0
5+	6.3	0.0
	(N=48)	(N=48)

TABLE 52: IN WHAT YEAR WAS YOUR LAST CHILD BORN?

	Percent
Prior to 1950	24.2
1950 - 1959	2.7
1960 - 1969	54.0
1970 - 1979	18.9
	(N=37)

Of the respondents with children, 18.9% had children under ten years of age at the time of the survey.

TABLE 53: WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED?

	T_1	T_2
Some high school or less	20.6	25.0
High school diploma or GED	45.4	38.6
Some college, but no associate or bachelor's degree	28.9	31.8
Associate degree	0.0	2.3
Bachelor's degree or higher	5.2	2.3
	(N=97)	(N=44)

The majority of the respondents both at T_1 and T_2 had more than a high school or GED education. About 21% at T_1 and 25% at T_2 had "some high school or less" education.

TABLE 54: IN WHAT YEAR DID YOU ATTAIN YOUR HIGHEST LEVEL OF EDUCATION?

YEAR	PERCENT
Prior to 1950	44.6
1950 - 1954	5.2
1955 - 1959	13.1
1960 - 1964	15.8
1965 - 1969	7.8
1970 - 1974	10.4
1975 - 1979	0.0
1980	2.6
	(N=38)

About 13% of respondents attained their highest level of education within the past 10 years.

TABLE 55: DO YOU HAVE A ONE-YEAR CERTIFICATE, TRADE LICENSE, PROFESSIONAL LICENSE, OR JOURNEYMAN'S CERTIFICATE?

YES	55.6
NO	44.4
	N=36)

About 56% of the respondents had a one-year certificate, trade license, professional license, or journeyman's certificate.

TABLE 56: WHICH OF THE FOLLOWING BEST DESCRIBES THE LOCATION OF THE PLACE WHERE YOU LIVE?

Rural or farm community	18.6
Small town or village (less than 50,000 people)	46.5
Medium-sized city or its suburbs (50,000 - 25,000 people)	32.6
Fairly large city or its suburbs (250,000 - 500,000 people)	2.3
Very large city or its surburbs (over 500,000 people)	0.0
	(N=43)

Nearly 80% of the respondents lived in communities of less than 50,000.

TABLE 57: WHAT SHIFT DO YOU USUALLY WORK?

Day	100.0
Evening	0.0
Night	0.0
Split	(N=40)

All respondents worked during the day.

TABLE 58: ON THE AVERAGE, HOW MANY HOURS PER WEEK DO YOU WORK ON THIS JOB?

Hours Worked	Percent
00 - 19	0.0
20 - 29	0.0
30 - 39	4.8
40 - 49	92.9
50 - 59	2.4
60 or more	0.0
	(N=42)

About 93% of the respondents worked 40 - 49 hours per week on the job they held at the time of the survey.

TABLE 59: WHAT IS YOUR PAY CATEGORY?

	Percent
Hourly	97.6
Salaried, but paid for overtime	2.4
Salaried, but not paid for overtime	0.0
	(N=42)

About 98% of the respondents worked on an hourly basis.

TABLE 60: WHAT WAS YOUR OWN INDIVIDUAL INCOME FROM THIS JOB, BEFORE TAXES, DURING 1978?

	T_1	T_2
Less than $7,499	1.2	2.5
$7,500 - $9,999	1.2	2.5
$10,000 - $12,499	1.2	0.0
$12,500 - $14,999	7.1	12.5
$15,000 - $17,499	8.3	10.0
$17,500 - $19,999	9.5	17.5
$20,000 - $22,499	13.1	25.0
$22,500 or more	58.3	30.0

About 89% of the respondents at T_1 and 82.5% at T_2 earned $15,000 or more annually.

APPENDICES

CHAPTER IV

IV A. Memorandum of Agreement

B. GTC Tuition Aid Brochure

C. General News Article, August 27, 1979

D. Tuition Aid Posters

E. Tuition Aid Letter

F. Letter in Union Review, October 1979

G. EIA Contact Log Form

H. Letter for EIAs' Personnel Folders

I. EIA Certificate of Service

MEMORANDUM OF AGREEMENT

BETWEEN:

THE NATIONAL MANPOWER INSTITUTE

AND

COMMUNICATIONS WORKERS OF AMERICA

AND

GENERAL TELEPHONE OF CALIFORNIA

FOR THE

ESTABLISHMENT AND EXECUTION OF A
MODEL #1 JOINT TUITION ASSISTANCE
DEMONSTRATION PROJECT

The purpose of this memorandum and attached project description is to stipulate the terms of the working agreement between the National Manpower Institute, the Communications Workers of America and General Telephone of California for establishing and implementing a Model #1 Demonstration Project as called for in Contract Number 400-76-0125 between the National Institute of Education and the National Manpower Institute.

This memorandum establishes general areas of responsibility, and is supplemented by the specifications contained in the attached project description.

The National Manpower Institute, for its part, is responsible to the National Institute of Education for providing the following services for the project:

1. Financial accountability to the National Institute of Education for all contract funds allocated to the Model Demonstration Project.
2. Pre-service and in-service training for the local project coordinator.
3. Guidance in establishing and organizing educational information resources.
4. Assistance to site coordinator in design and development of a case study of the demonstration project.
5. Exchanging information and ideas among participants across the local demonstration projects.
6. Designing and implementing a data collection and data analysis program at the local demonstration project site, including group administration of the "Worker Education and Training Study" to 100 workers at the site at two points in time.
7. Making final determination on the selection of the site coordinator and establishing reporting procedures and means for the site coordinator.
8. Convening representatives from each of the three local demonstrations for periodic reviews of progress, information exchange, and dissemination activities.

The Communications Workers of America and General Telephone of California for their part, are responsible for the following activities:

1. Participate in establishment and continued functioning of a Local Planning Committee for the Model demonstration project charged with overseeing and promoting local accomplishment of demonstration project objectives.
2. Nominate to NMI, one or more candidates for the position of site coordinator who are agreeable to both the Communications Workers of America and General Telephone of California.
3. Facilitate the fulfillment of monthly reporting requirements of the site coordinator.
4. Make facilities available to the site coordinator for the performance of his or her tasks.
5. Make such internal arrangements and agreements as necessary for the site coordinator to participate in NMI delivered training in Washington, D.C. and in California.
6. Make such internal arrangements and agreements as necessary (on a specified date, at the beginning and again at the end of the demonstration project) to insure that one hundred (100) workers have been randomly selected, and are available at a central point to complete a group administered questionnaire

Additional responsibilities for participating organizations are as described in the attachments to this Memorandum of Agreement:

- "Joint Tuition Aid Project"
- "Overview of Local Demonstration Project Models"
- "The Local Coordinator: Tasks and Responsibilities"
- "Research Approach for Demonstration Projects"

6/14/79

FOR NATIONAL MANPOWER INSTITUTE — Date

Dina G Beaumont — May 22, 1979

FOR COMMUNICATIONS WORKERS OF AMERICA — Date

May 22, 1979

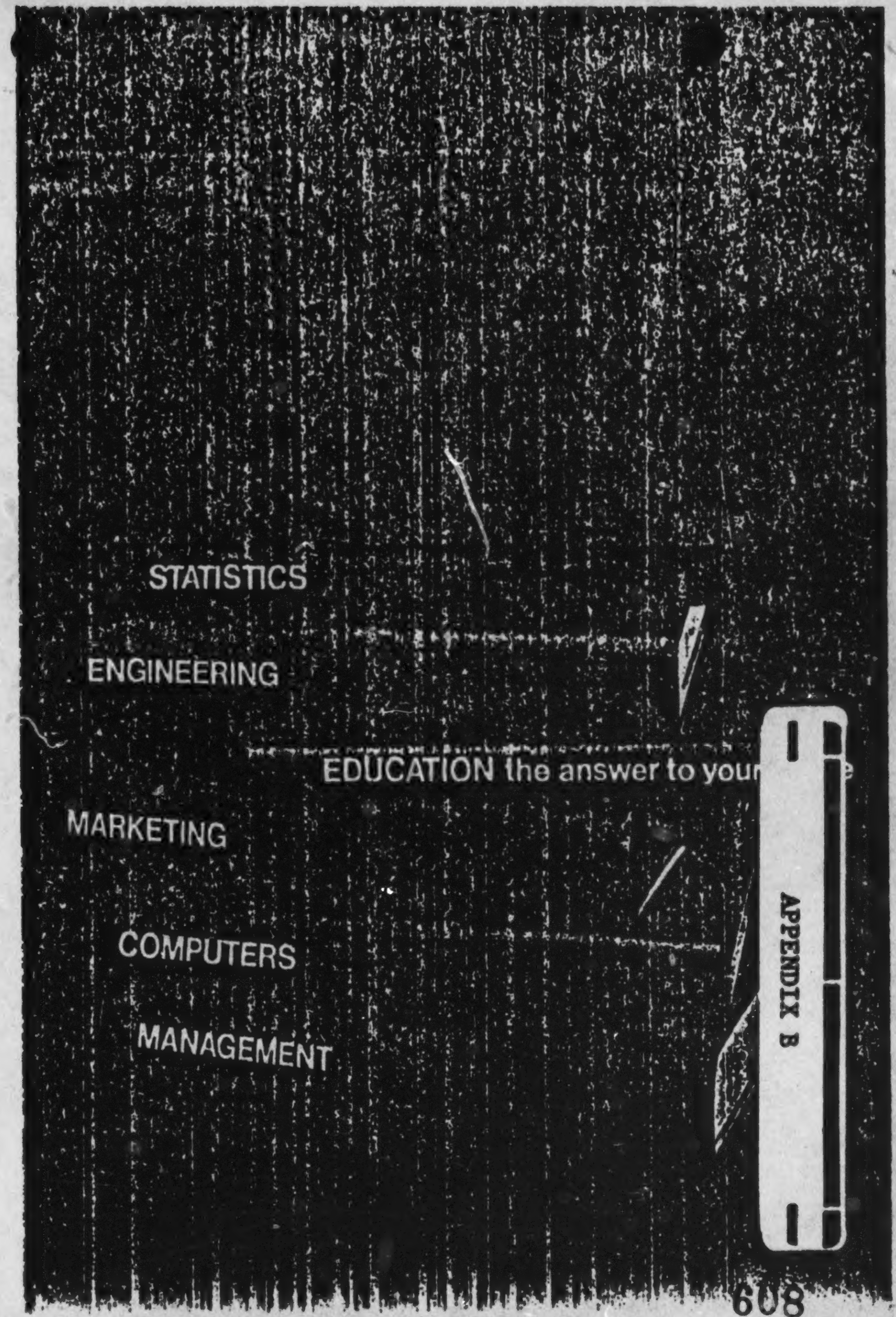
FOR GENERAL TELEPHONE OF CALIFORNIA — Date

GTE

GENERAL TELEPHONE

An Equal Opportunity Employer

R 2472


STATISTICS
ENGINEERING
EDUCATION the answer to your
MARKETING
COMPUTERS
MANAGEMENT

APPENDIX B

In recognition of today's ever-changing world the General Telephone Company, through its tuition aid program, has a strong commitment to the principle of continuing education. We know that many GTE employees wish to expand their horizons by taking a variety of educational courses. Accordingly, this brochure is designed to answer your questions about the company's educational assistance program.

Who Is Eligible For Participation?

All of General's regular full-time employees, regardless of their job classification, are eligible to apply for tuition aid after three months of service with the company. Each application is submitted to a review board which makes final decisions on an individual basis.

What Kind Of Classes May I Take Through The Program?

Individual classes or degree objectives must have a recognizable application to your present position or a position you might reasonably wish to obtain within the GTE system in the foreseeable future. All classes must be started and completed while you are employed by the company.

Where May I Take Classes?

You may enroll in an accredited public or private school, university, college or junior college. You may also take extension courses if they are recognized by one of the approved accrediting associations. In addition, trade or correspondence schools are also considered for approval as long as they also have the proper accreditation.

THE TUITION AID PROGRAM

the answer to your education

GTE

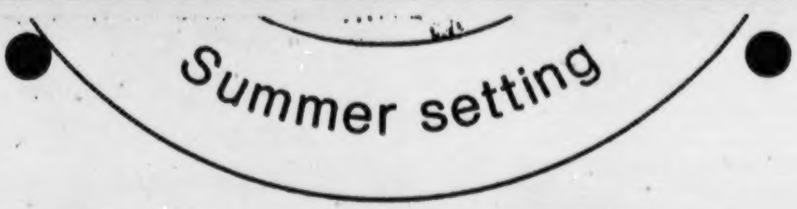
Let us help you expand your horizons

What Percentage Of My Educational Costs Will Be Reimbursed?

Upon completion of the approved course(s) with a minimum grade of "C", you will be reimbursed from 75% to 100% of the total cost of tuition, registration fees, required books, and related materials for courses leading to an Associate of Arts, Bachelor's or Masters Degree. For individual classes, trade or correspondence schools, a maximum of 75% of the total costs are reimbursed.

How May I Obtain Tuition Aid Application Forms Or Further Information About The Program?

Application forms for tuition aid may be obtained from your supervisor or local stationery storeroom. For further information about the program check Personnel Practice PE987.07 available at your work location or contact Jan Stancer at (213) 857-5767.



time it may be extended by President Carter.

Other guidelines restrict maximum hot water tempe[illegible]res to 105 degrées, unless local health codes dictate higher temperatures, and set maximum cooling and heating temperatures of 85 and 55 degrees in buildings during periods

(Continued on page 3)

GENERAL TELEPHONE COMPANY OF CALIFORNIA

GENERAL NEWS

Vol. 20, No. 17

August 27, 1979

Minority hiring programs succeed

General has met its affirmative action hiring goals. Long-term efforts by the company to bring its percentage of minority employees to a level reflecting the current labor market in communities it serves has been successful, according to Jim Webb, personnel relations director.

General's minority employees (not including non-minority females) now represent 26 percent of the 25,730 person work force.

"This figure surpasses our goal of 24.6 percent," Webb said. "And this program has done more. It has become the process whereby everyone who is qualified to hold a certain position will have the chance to do so."

More significantly, General has been able to achieve its objective of hiring more minority hourly employees. It has increased that total to 29.4 percent from 11.9 percent in early 1972. The eight-year objective was set at 24.6 percent.

"In essence, the company's hour-

1971, only 4.6 percent of our management employees were minority. Today we are at 13.2 percent, just under our goal of about 16 percent.

"When you consider that between 1972 and 1975, there was little job growth due to the nation's recession, I feel that we have done a good job in this category," Webb said. "But this area will always be one of our top priorities." At one point between 1971 and 1975, General's payroll dropped from 19,676 to 17,295.

"Minorities have also gained in company seniority," Webb reports. "Although efforts are still required regarding distribution of minorities within the hourly wage schedules, 24.7 percent of those employees in the top three wage categories are minorities," he added.

General is also on target in placing women in jobs usually associated with men. In 1972, female craft employees were nearly non-existent. Today, they represent some 20.1 percent of the total craft work force.

At the same time, the number of non-minority males today numbers 43.0 percent. This is where it should be when compared to California's labor force. Conversely, the percentage of total female employees rests at 45.4 percent.

And will a woman ever bec
president of General of Califc
"Of course," answers Webb.
rently female participation in th
per management salary grades
creasing at the rate of 1 percer
year. By the end of 1971, onl
percent of the top five m
management jobs were fille
females. Today, it's over 15
cent."

APPENDIX C

Rate increase process begins

The Public Utilities Commission's recent acceptance of the company's notice of intention (NOI) to file for an annual rate increase of $80 million has begun a regulatory process that will take more than a year to complete.

nia utilities for many years.

That plan, which has the support of all of the state's major utilities, calls for a two month lapse from the date the NOI is accepted until the application is filed. Following that, approximately 12 months are needed

witness hearings which will be
in various locations in Gene
operating territory during Novei
and December. Anyone from
public can testify at these hear
Then, between December and April
1980, witnesses from the

It still pays to get an education—with General's tuition aid program

If you're interested in continuing your education, the company's financial aid program may help you meet the cost of tuition, books and fees.

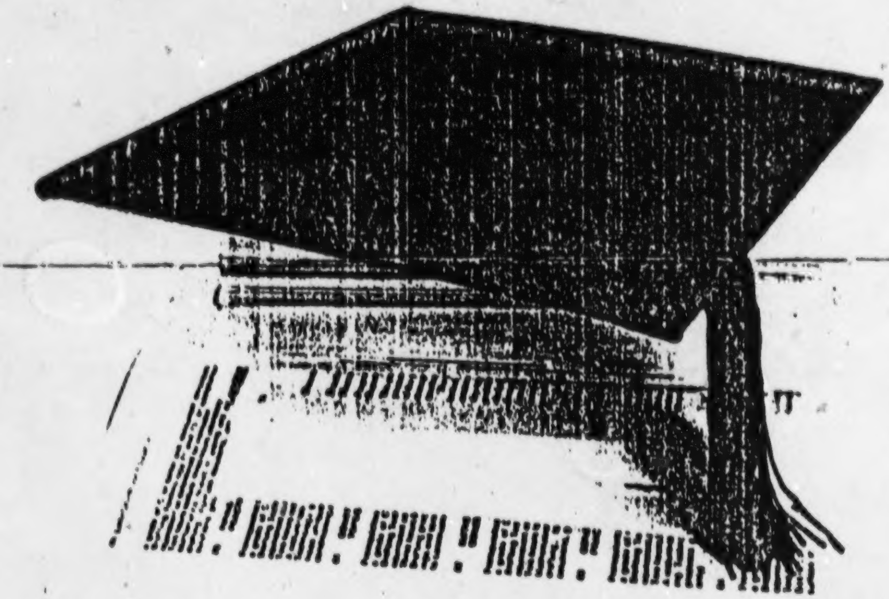
General's tuition aid program is available to all full-time employees with three months of service.

According to Tom Olson, management staffing and development manager, the program is designed to help employees improve their job performance and prepare for future advancement by taking courses that relate to their current job or jobs for which they can become qualified.

Upon completion of approved courses, with minimum grades of "C" or satisfactory completion certificates, employees are reimbursed for 75 percent of all costs over $10, including the total cost of tuition, registration, fees, required books and related material.

"In 1978, 239 employees received tuition aid, and already this year we have nearly 300 applications," said Jan Stancer, training specialist, who is responsible for coordinating the program. More than $180,000 were given in tuition aid during 1978.

Employees may enroll in any accredited public or private school. Extension courses, trade and correspondence schools are also covered, if they are recognized by one of the approved accrediting associations.



The tuition aid program can apply to one class or an entire degree program.

"Over 100 people were enrolled in an associated arts degree program offered through Azusa Pacific College this past semester," Stancer said. "This program involves video tape clases which can be viewed at General's facilites during a lunch hour or after work. Even the tests are administered at the work location." Another popular degree program is an accelerated bachelor's degree offered through the University of Redlands.

In memoriam

Lowell MacDonald, Goleta project coordinator with 22 years of service.

Darleen Marshall, Huntington Beach operator with 11 years of service.

Harold Smith, Whittier drafting supervisor with 39 years of service.

Donald Petersen, Santa Monica special services analyst with 25 years of service.

David Powers, Long Beach engineering assistant with 16 years of service.

Darrell Kiehl, Lakewood special equipment installer with 24 years of service.

Jeani Hanratty, Palm Springs operator with 11 months of service.

Willie Bonsant, Santa Monica equipment maintainer with 17 years of service.

Eugene Standley, Monrovia training specialist with 29 years of service.

Citizen's award

Nominations for the company's Good Citizen Award should be submitted to the governmental affairs department by Sept. 14, according to William Griffith, vice president-governmental affairs.

Information and applications for the Good Citizen Award are available at the Governmental Affairs Department, RC 1500A, Santa Monica or by calling (213) 451-6801.

APPENDIX D

TUITION AID

LEARNING IS EARNING

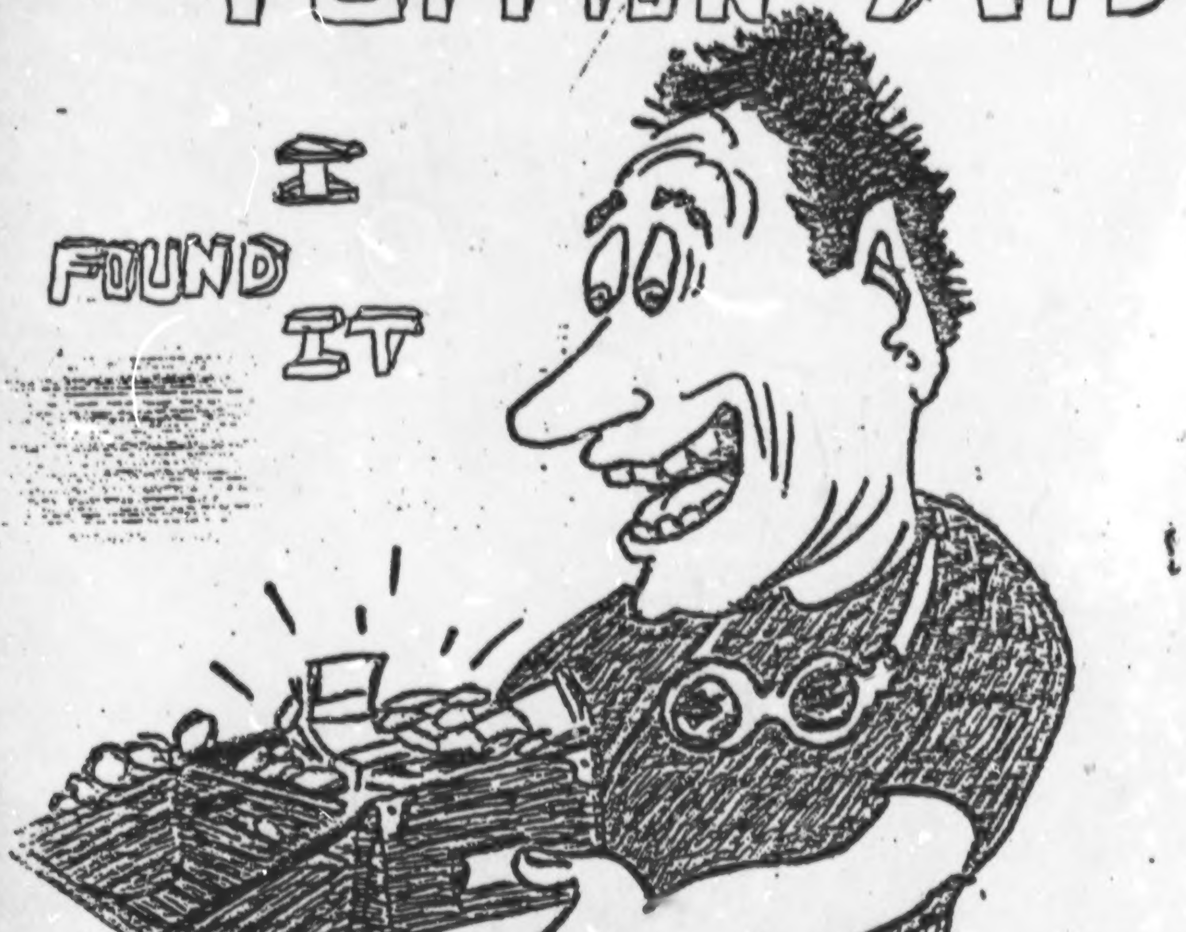
P.P. 987.071

GTE

CWA

615

TUITION AID



P.P. 987.071

-A FRIENDLY REMINDER-

HAVE YOU FORGOTTEN SOMETHING??

THE PAYMENT IS DUE!!

AS AN EMPLOYEE OF GENERAL TELEPHONE, PAYMENT IS ABOUT DUE YOU FOR MOST OF YOUR COST OF TUITION, REGISTRATION FEES, BOOKS AND RELATED MATERIAL AFTER COMPLETION OF ANY JOB RELATED COURSE WITH A GRADE 'C' OR BETTER. IF YOU HAVE THE TIME, THE COMPANY HAS THE MONEY.

FOR FURTHER DETAILS, TELL YOUR SUPERVISOR YOU WOULD LIKE TO READ HIS PERSONNEL PRACTICE (PE 987.071) ABOUT TUITION AID. ALSO, ASK HIM OR HER TO GET YOU A TUITION AID APPLICATION, (Form 605296), OR YOU CAN PICK ONE UP AT THE COMPANY'S STATIONERY STOREROOM.

IF YOU ARE TRYING TO KEEP UP IN OUR RAPIDLY CHANGING WORLD, YOU NEED TO EMBRACE THE THOUGHTS OF 'LIFE LONG LEARNING' AND 'CONTINUING EDUCATION'. SO, START THE NEW YEAR ON A POSITIVE NOTE WITH A RESOLUTION TO JOIN THE EVER INCREASING CROWD OF WORKING ADULTS THAT ARE GOING BACK TO SCHOOL.

JOEL CLIFTON
EDUCATION COMMITTEE

EXECUTIVE BOARD
Mike Crowell, President
Marty Wilkers, First Vice President
John [illegible], Second Vice President
Robert Summers, Secretary-Treasurer
HEMET and PERRIS AREA
Doug Fox, Area Vice President
Dennis Worley, Executive Board Member
PALM SPRINGS, INDIO and HIGH DESERT AREA
Pete Adkison, Area Vice President
Robert Hipes, Executive Board Member
POMONA and ONTARIO AREA
George Morgan, Area Vice President
Eddie Saunders, Executive Board Member
Elsie Green, Executive Board Member
FICUS COMPLEX
Karen Sill, Area Vice President
Kathy Stevens, Executive Board Member

THE UNION REVIEW

Communications Workers of America
A.F.L. LOCAL 11588 C.I.O.

ISSUE 83 Editor — Sharon Smith OCTOBER 1979

CWA Local 11588, Survey Results!

This is the last in a series of articles which have appeared in your newsletter discussing the results of the recent survey of the membership of Local 11588. As a researcher, I am very pleased with the information which has been gathered from this survey. Various portions of this survey are now being prepared for publication to professional journals. Remember, only summaries of the data collected are to be published. The confidentiality and anonymity of individual responses will not be divulged under any circumstances. Needless to say, without the generous support of the membership of Local 11588, its officers and Executive Board, this research would not have been possible. I hope that you have found the results of the survey to be interesting, or at least, informative. Thank you again for your cooperation. Working with the staff and the membership of Local 11588 has been a pleasant and fruitful experience. We, the researchers who took part in the preparation, distribution, and analyzation of this survey, are in your debt.

The questions and responses below complete the review of all the questions which appeared on the original questionnaire. Because of space limitations, the

Perhaps the ability to (at least potentially) transfer into new areas and/or job classifications accounts for some of the tendency of employees to remain with the company over time.

The remainder of the questions and responses are self explanatory and probably do not require additional comment. However, would like to take this opportunity for a final comment. As I have mentioned before, you, the membership are responsible for the success of this survey. I would like to give a special thanks to your Local Officers and your Executive Board for the following reason. Obviously, I have imposed on the time and, no doubt, the patience, of your Officers, Executive Board, and their staff. Yet, my appreciation surely exceeds these sacrifices. Early on, it was agreed that the results of the survey, whether complimentary or NOT to the company OR THE UNION would not be edited in any way. It was promised that my comments and the reproduction of the results would not be censored by ANYONE at any TIME. The results that have been printed are those which reflect the behavior and attitudes of the respondents. There has been NO exc[illegible]on to this policy. The acceptance and [illegible]ndorsement of this policy

to pass. I sincerely hope that you, the membership, feel that this survey was conducted with dignity and with a minimum of inconvenience for you.

turn to next page for results

And We Get Letters . .

President Crowell

Thank you for the Survey Results. I have given them one complete reading, however, there is so much that can be learned from the results that I am doing a more careful study on the analysis of the results.

I am glad that you are up and going again. I'll be seeing you soon.

Dina G. Beaumo[illegible]
Vice Preside[illegible]

The average person responding to this survey was off 11.68 days in the last year.

Approximately how many days of unused sick time do you have?	
None	12.5
1-30 days	26.0
31-60 days	5.2
61-90 days	5.8
More than 90 days	50.5

For Your Information . . . .

Everyone is talking about the 7% guidelines that the government has suggested for pay raises. When you consider that the price of gasoline has almost doubled (when you can get it) in the last six months, and the price of hamburger is out of sight, that 7% seems very inadequate. If you are at top pay in schedule ($9.22 per hour) the yearly wage is $19,177.60. A raise of 7% would amount to $1,342.43 a year. It works out to $111.90 per month before taxes. I see us falling behind and our purchasing power diminishing.

A few employees will benefit immensely from this plan. I would like to show you how this plan would effect two of our employees:

THEODORE F. BROPHY
Chairman Of The Board GTE

CURRENT SALARY	7% RAISE	NEW SALARY
$387,704.00	$27,139.28	$414,843.00

JOHN J. DOUGLAS
Vice Chairman Of The Board GTE

CURRENT SALARY	7% RAISE	NEW SALARY
$277,148.00	$19,400.36	$296,548.00

As you can see there is 7% for us and 7% for the other employees. Speaking of money and gasoline, did you know that your union approached General Telephone of California in regards to increasing the mileage treatment up from 16 cents a mile. The company recognizes that the price of gas has skyrocketed out of sight. But, as far as increasing the mileage allotment the company told us to sit on it. When the top people in General Telephone and Electric make well over a quarter of a million dollars a year do you think that they can relate to our needs?

Fraternally
Marty Wilkes
1st Executive Vice President

UNIROYAL
MONARCH
Dayton TIRES

NEMO & JACK'S
DISCOUNT TIRE & WHEEL
PHONE 888-6110 or 824-6333
324 SOUTH E ST.
Across from Standard Brands & Lou Miller's
SAN BERNARDINO, CALIFORNIA
SE HABLA ESPANOL PREGUNTEN POR SANTIAGO
THIS MEMBERSHIP ENTITLES THE BEARER TO
SPECIAL DISCOUNT PRICES ON ALL
TIRES, WHEELS & SERVICES

MEMBER'S NAME ....
ORGANIZATION ....

Tires Wheels Shocks Brakes
Alignments 10.95

Where Are You Going?

Could you use more money? Are you interested in advancement? Do you hesitate to apply for a transfer because you are ill at ease talking with customers? Do you lack confidence and are leery of changing jobs? There is a way to solve these problems. Education! The schools and colleges in the area offer any number of courses that will help you, and General Telephone will pay much of the costs. The company realizes the value of education. By paying these fourths of your costs of job related classes they will help you to become a more rounded person and therefore a more valuable employee.

The company's "Tuition Aid Policy" (P.E. 987-071) is available to all full time employees. The only requirements are prior approval of the selected course, a final grade of "C" or better, and the receipts for fees, books, and tuition. The company will recognize anything from a high school diploma to a Masters Degree from any accredited school or college.

Ask your supervisor for a "Tuition Aid Application," Form #605296, fill it out and return it in to your supervisor. If you have any questions your Union Education Committee will be glad to help.

Start today for a better tomorrow.

Fraternally
Joel Clifton
Education Committee

(NMI-WETPP
6/79)

APPENDIX G

EIA CONTACT INFORMATION L
INDIVIDUAL CONTACT FORM

Date: ____________________

Name of Individual: ____________________

Address: ____________________

Work Location: ____________________

Contact Initiated by: ☐ EIA ☐ Employee/Member ☐ Other ____________

Age Group/Sex/Ethnic Heritage or Race of Individual: (A)____ (S)____ (R-EH)________

Present Job: ____________________

Education or Training Last Two Years: ____________________

____

Kind of Information Wanted:
- ☐ General/Non-specific education or training
- ☐ Tuition Aid application procedure
- ☐ Course eligibility under tuition-aid plan
- ☐ Member eligibility for tuition aid program
- ☐ Specific education/training information
  - ☐ GED
  - ☐ College courses
  - ☐ Vocational-technical education courses
  - ☐ Agency/industry sponsored education or training programs
  - ☐ Union-sponsored training/retraining programs
  - ☐ ____________________

Action Taken By EIA: ____________________

____

____

____

____

Referred to: ____________________

Over

Follow-up Needed: ☐ Yes ☐ No Speficy:________________________________

____

____

Action Taken by Individual:
☐ Tuition Aid Application
☐ Course Application
☐ Other, Specify
____
____

Name of EIA:____

NATIONAL MANPOWER INSTITUTE

Suite 301 • 1211 Connecticut Avenue, N.W. • Washington, D.C. 20036 • 202 466-2450

Dear

On behalf of the National Institute for Work and Learning (formerly the National Manpower Institute), I wanted to formally note our sincere appreciation for your outstanding service this past year as an Education Information Advisor. During 1979-1980, you gave countless hours to the Model I, Joint Tuition Assistance Project to acquaint employees of the General Telephone Company of California with available tuition assistance benefits and education opportunities in the district.

You have contributed to an important experiment with implications for expanded worklife education and training opportunity for working adults throughout the country. Your dedication and contribution were noticed and are appreciated. We applaud your efforts. By copy of this letter we are informing GTC officials of our appreciation and respect for your accomplishments.

Sincerely,

Gregory B. Smith
Director
Worker Education and Training
Policies Project
National Institute for Work and
Learning
Washington, D.C.

APPENDIX I

CERTIFICATE OF RECOGNITION
of
SPECIAL SERVICE

AWARDED TO:

____

For outstanding service to fellow workers of Local 11588 of the Communications Workers of America, to the telecommunications industry, and to the cause of expanded worklife education and training opportunity for working adults throughout the United States. Your service as an Education Information Advisor in the Model 1, Joint Tuition Assistance Demonstration Project during 1979-1980 is appreciated and applauded.

On ________________1980 in Washington D.C.

By

____

Archie E. Lapointe, President
National Institute for Work and Learning

____

Glenn Watts, President
Communications Workers of America

APPENDICES

CHAPTER V

V A. Memorandum of Agreement

B. General Notice 78-17

C. Tuition Reimbursement Application Form

D. Agendas for EIA Training Sessions, September and November 1979

E. EIA Contact Information Log Forms

F. EIA Certificate of Service

G. Letter for EIAs' Personnel Files

H. The State Scene Article, October 1979

I. Government News Article, December 1979

MEMORANDUM OF AGREEMENT

BETWEEN:

THE NATIONAL MANPOWER INSTITUTE AND
STATE OF CONNECTICUT, PERSONNEL DIVISION;
CONNECTICUT STATE EMPLOYEES ASSOCIATION;
CONNECTICUT EMPLOYEES UNION INDEPENDENT;
COORDINATING COMMITTEE FOR THE NORTH CENTRAL REGION

FOR THE

ESTABLISHMENT AND EXECUTION OF A MODEL #3 JOINT
TUITION ASSISTANCE DEMONSTRATION PROJECT

The purpose of this memorandum and attached project description is to stipulate the terms of the working agreement between the National Manpower Institute, the Personnel Division of the State of Connecticut, the Connecticut State Employees Association, the Connecticut Employees Union Independent, and the Coordinating Committee for the North Central Region for implementing a Model #3 Demonstration Project as called for in Contract Number 400-76-0125 between the National Institute of Education and the National Manpower Institute.

This memorandum establishes general areas of responsibility, and is supplemented by the specifications contained in the attached project description.

The National Manpower Institute, for its part, is responsible to the National Institute of Education for providing the following services for the project:

1. Financial accountability to the National Institute of Education for all contract funds allocated to the Model Demonstration Project.
2. Pre-service and in-service training for local coordinators and educational information advisors.
3. Guidance in establishing and organizing educational information resources.
4. Assistance to site coordinator in design and development of a case study of the demonstration project.
5. Exchanging information and ideas among participants across the local demonstration projects.
6. Designing and implementing a data collection and data analysis program at each of the local demonstration project sites, including group administration of the "Worker Education and Training Study" to 100 workers at each site at 2 points in time.
7. Making final determination on the selection of the site coordinators and educational information advisors and establishing reporting procedures and means for the site coordinators.
8. Convening representatives from each of the local demonstrations for periodic reviews of progress, information exchange, and dissemination activities.

The Personnel Division of the State of Connecticut, the Connecticut State Employees Association, the Connecticut Employees Union Independent and the Coordinating Committee for the North Central Region for their part, are responsible for the following activities:

1. Participate in establishment and continued functioning of a Local Planning Committee for the Model #3 demonstration project charged with overseeing and promoting local accomplishment of demonstration project objectives.
2. Nominate to NMI, one or more candidates for the position of site coordinator who are agreeable to the State, CSEA and CEUI.
3. Nominate to NMI, candidates for the 15 educational information advisor positions.
4. Facilitate the fulfillment of monthly reporting requirements of the site coordinator.
5. Make facilities available to the site coordinator and educational information advisors, for the performance of their respective tasks.
6. Make facilities available for the delivery of training to the site coordinator by the National Manpower Institute.
7. Make such internal arrangements and agreements as necessary for the educational information advisors to participate in NMI delivered training at no cost to the demonstration project budget.
8. Make such internal arrangements and agreements as necessary (on a specified date, at the beginning and again at the end of the demonstration project) to insure that one hundred (100) workers have been randomly selected, and are available at a central point to complete a group administered questionnaire.

Additional responsibilities for participating organizations are as described in the attachments to this Memorandum of Agreement:

- "Joint Tuition Aid Project"
- "Overview of Local Demonstration Project Models"
- "The Local Coordinator: Tasks and Responsibilities"
- "Research Approach for Demonstration Projects"
- "Education Information Advisors: Task and Responsibilities"
- Memorandum of Agreement Regarding Fiscal Agent Reporting and Funds Transfer Arrangements and Employment Status of the Site Coordinator

4/23/79 — 3/27/79

NATIONAL MANPOWER INSTITUTE Date — FOR STATE OF CONNECTICUT, PERSONNEL DIVISION Date

3/8/79 — 3/8/79

CONNECTICUT STATE EMPLOYEES ASSN. Date — FOR CONNECTICUT EMPLOYEES UNION INDEPENDENT Date

3/24/79

COORDINATING COMMITTEE OF THE NORTH CENTRAL REGION Date

3/26/79

OR CENTRAL CONNECTICUT STATE COLLEGE - VICE PRESIDENT FOR ADMINISTRATIVE AFFAIRS DATE

/ III.

APPENDIX B

July 1, 1978

OFFICE OF LABOR RELATIONS

General Notice No. 78-17

SUBJECT: Tuition Reimbursement July 1, 1978 to June 30, 1979

The following reimbursement program is available to State Employees whose classes are included in collective bargaining units as follows:

NP - 1 State Police
NP - 2 Services, Maintenance, Building Trade Crafts
NP - 3 Administrative Clerical
NP - 4 Correction Officers
NP - 5 Protective Services
NP - 6 Health Care Unit (Non-Professional)
P-1 Health Care Unit (Professional)
P-2 Social Services
P-3A Education
P-3B Education
P-4 Engineering Sciences and Related
P-5 Administrative - Residual

Participation in this program will be limited to the maximum of the funds made available by the negotiated contract of each bargaining unit.

Partial reimbursement of tuition for job-related educational training taken outside of regularly scheduled hours of work will be considered under the following conditions:

1. Training is job related as verified by the agency head or authorized representative; will result in increased knowledge and skill; is aimed primarily at improving the employee's performance on his present job or will enable the employee to keep up with his present job, or will enable the employee to keep up with changing concepts or developments in assigned occupational field, or will enable the employee through Upward Mobility and development to qualify for other positions elsewhere in State service.

2. There is reasonable expectation that tangible benefits will accrue to the agency involved and the State as the result of the educational training.

3. All courses must be taken at fully accredited Connecticut colleges or universities. Other schools providing trade instructions or special occupational training approved by the State Board of Education will be accepted. "Colleges without walls" and correspondence courses are not acceptable except for the correspondence course for Medical Records Librarians. Exceptions to the requirement that the institution be in Connecticut will be considered only if the employee shows good cause and the reason(s) verified by the agency head or representative.

4. Courses may be at undergraduate or graduate level, credit or non-credit. Reimbursement will be considered only if the agency head or representative approves of the course and provides proof that the course is job-related and of value to the employee and the agency. Electives that are authorized as part of a degree program will be considered provided that the agency head or his representative approves the courses.

5. Reimbursement will be limited to a maximum of three courses or nine credits, whichever is less, each fiscal year and will be made to the employee at 50% of the college rate for tuition, laboratory and service fees only, whichever is less. No other fees such as registration, insurance, breakage or purchases of textbooks will be reimbursed. Full time students may apply for pro-rated reimbursement.

6. Tuition reimbursement will be paid when the employee provides evidence of completion of the authorized course with a passing mark shown by a college grade report, and a college receipt of payment. Copies of checks will not be acceptable.

7. Payment will be made only if the employee is still in State Service upon completion of the course.

8. Eligibility for participation in this program is limited to employees whose class is included in the bargaining units listed in the first paragraph. Employees in similar classes but who are considered "Confidential" by both the Union and Management are also eligible for participation as the result of an agreement between the Union and Management. Employees designated as Managerial will participate in their own program as outlined in the Personnel Division letter of January 6, 1978.

Application Procedure:

Applications are available at each agency's personnel office or at the Personnel Division - D.A.S., State Office Building, Hartford, Connecticut, 06115. All applicants must apply through their agencies before starting class. The appropriate forms must be completed and signed by the applicant and agency head or representative and forwarded to the Personnel Division at least two weeks before the first class meeting to permit review by the Personnel Department. Failure to obtain prior approval will result in automatic rejection of the application. Applicants will be notified of the final decision. Upon approval, three copies of the application will be returned to the agencies so that the applicant can resubmit them with the signed request for payment to the Personnel Division - D.A.S. following completion of the course. Attached to the three copies must be a college grade report and a receipt indicating the cost of tuition and laboratory fees. Requests for payment of Fall and Summer Courses should be submitted as soon as the courses are completed. For Spring courses, requests for payments must be made by June 1, 1979. If a college transcript is not available a letter from the course instructor indicating satisfactory completion of the course will be acceptable. No payments will be processed that cannot be paid out of the funds set aside for this period of the collective bargaining contract. If approved, one copy will be returned to the applicant's agency, and the Personnel Division will process the request for payment directly to the employee.

Sandra Biloon
Director of Personnel and
Labor Relations

SB:ZB/djd

APPLICATION FOR TUITION REIMBURSEMENT

PT-101 7-77

Personnel Dep't Use Only

APPENDIX C

INSTRUCTIONS

1. Applications for tuition reimbursement must be QUADRUPLICATE, with agency and Personnel Dept **before** applicant starts classes.
2. When resubmitted for payment, a COLLEGE RECEIPT itemizing costs must be attached, as well as a college report indicating grades received.

TO: Chief, Administrative Services Div., State Personnel Department, P.O. Box 806, Hartford, Ct. 06115

1. APPLICATION

I plan to attend the following college between the dates indicated to take the following courses. I am not applying for reimbursement under any other private, municipal, state, or federal program.

APPLICANT'S NAME	COLLEGE		FROM / TO
COURSE NAME 1.	NO. OF CREDITS	COST PER CREDIT $	LAB FEE $
COURSE NAME 2.	NO. OF CREDITS	COST PER CREDIT $	LAB FEE $
DATE	AGENCY NAME		TOTAL COST $

COURSE LEVEL ☐ UNDERGRADUATE ☐ GRADUATE

APPLICANT'S JOB CLASSIFICATION	APPLICANT'S SIGNATURE

2. AGENCY APPROVAL

Please explain the relationship of the course(s) to the employee's job.

I certify that the above employee has permanent status, that the request is job-related, and that the course(s) must be taken at the above institution.

DATE	AGENCY	SIGNATURE OF AGENCY HEAD

3. PERSONNEL DEPARTMENT ACTION

☐ APPROVED ☐ DISAPPROVED	DATE	Signature of Reviewer

4. NOTICE OF COMPLETION OF COURSE(S)

DATE COMPLETED	FINAL GRADE(S) (College Transcript attached) 1. | 2.	TOTAL COST (College Receipt of Payment attached) $
DATE	SIGNATURE OF APPLICANT X	

5. APPROVAL OF PAYMENT

PAYMENT IS APPROVED IN THE AMOUNT NOTED AT RIGHT ⟹	AMOUNT APPROVED $
DATE	Approved By

NOTE: Before resubmitting for payment, APPLICANT must PRINT or TYPE Name and Address here.

APPENDIX D-1

TRAINING AGENDA FOR MODEL 3 DEMONSTRATION PROJECT
HARTFORD, CONNECTICUT

DAY ONE

Day one provides an outline of the Project and the current opportunity structure for Project staff, Local Planning Committee members, Education Information Advisors (EIAs), and guests.

TIME	CONTENT	PRESENTORS
9:00 a.m.	WELCOME AND OPENING REMARKS	Sandra Biloon, Director of Personnel and Labor Relations, State of Connecticut
9:10	OVERVIEW OF THE TRAINING PROGRAM -- ROLE OF THE EIAs	Dr. Herbert Levine Senior Project Consultant
9:40	OVERVIEW OF THE WORKER EDUCATION AND TRAINING POLICIES PROJECT	Gregory Smith, Project Director, Worker Education & Training Policies Project (WETPP)
	- NIE Perspectives on the Project	Nevzer Stacey, Project Officer, National Institute of Education
	- The National Manpower Institute (NMI): Who We Are and What We Do	Gregory Smith
	- Phase I: Key Findings	
	- Phase II: Major Features	
	- Demonstration Projects: What Is To Be Done	
10:00	THE MODEL #3 JOINT TUITION ASSISTANCE PROJECT	Claire Nolin Site Coordinator
10:10	- Objectives and Expected Outcomes: State Agency, Union, and Educational Institution Perspectives	Ernest Nagler, Director Personnel Development, DAS* Steven Perruccio, CEUI Al Marrota, President CSEA Kevin Earls, CCNCR
10:30	BREAK	

*DAS - State of Connecticut, Department of Administrative Services
CEUI - Connecticut Employees Union Independent
CSEA - Connecticut State Employees Association
CCNCR - Coordinating Committee for the North Central Region

TIME	CONTENT	PRESENTORS
10:45	- Organization and Site Location (Progress to Date)	Claire Nolin
11:00	- Roles of Key People and Organizations • Local Planning Committee (LPC) • Site Coordinator • EIAs • State Agencies • Unions • Educational Institutions • Employees • NMI Staff/Consultants	Dr. Herbert Levine Ann Jennings, Project Training Consultant
12:00	LUNCH	
1:00 p.m.	THE CURRENT OPPORTUNITY STRUCTURE	
	- Internal Training and Education Opportunities (Employer and Union Sponsored/Negotiated)	Ernest Nagler Steven Perruccio Al Marrota Ann Jennings
2:00	- External Training and Education Opportunities (Colleges, Schools Institutes, Community Agencies)	Kevin Earls Ann Jennings
3:00	- Internal Financial Assistance Sources and Procedures (Employer and Union)	Ernest Nagler
3:30	- External Financial Assistance Sources and Procedures	Kevin Earls
4:00 p.m.	ADJOURN FOR THE DAY	

DAY TWO

Day Two is designed to provide an opportunity for discussion and open give-and-take between Project staff and EIAs

9:00 a.m.	PROBLEMS OF ADULT STUDENTS AND TRAINEES	Ann Jennings
	- Structural Problems	
	- Attitudinal/Social Barriers	
9:40	OVERCOMING BARRIERS	
	- Techniques for Communicating Information	Dr. Herbert Levine
12:00	LUNCH	

TIME	CONTENT	PRESENTORS
1:00	- Techniques for Educational Advising and Brokering	Ann Jennings
3:30	- Staff Development through Participation in Education	
3:50	MEASURING EFFORT AND IMPACT	Leslie Rosow, WETPP Program Officer Claire Nolin
	- Techniques for Recording and Reporting	
	- The Worker Education and Training Study	
4:10	SUMMING UP — NEXT STEPS	Gregory Smith Dr. Herbert Levine Claire Nolin
4:30 p.m.	ADJOURN	

NOTE: Time will be made available throughout the training for discussion and questions regarding the material being presented.

APPENDIX D-2

TRAINING AGENDA

November 5, 1979

9:00 a.m.	INTRODUCTIONS PROJECT OVERVIEW/CURRENT STATUS -- What this project is all about.
9:30	ROLE OF THE EDUCATION INFORMATION ADVISOR (EIA) -- What the EIA's job is. TRAINING NEEDS AND GOALS
10:30	INFORMATION INTERVIEWING: PRACTICE AND DISCUSSION -- Why it's hard to "go back to school." -- How the EIA can help.
12:00 p.m.	LUNCH
1:00	INFORMATION -- Educational opportunities. -- Financial Aid -- Resources
2:30	USING THE INFORMATION: AN EIA CONTACT
3:30	NEXT STEPS
4:00	ADJOURN

6 November 1979

EIA FOLLOW-UP SESSION

AGENDA

8:30 A.M.	Arrival - Welcome (Coffee)
9:00 A.M.	CSEA - EIAs meet CEUI - EIAs - Small groups discuss the job of being an EIA
9:30 A.M.	Progress Report - What the EIAs have encountered - Small group discussion report - What EIAs still need to know
10:00 A.M.	Reporting/Recording
11:00 A.M.	Resources
LUNCH	
1:00	Advising Techniques - Limitations of the job - Questions and answers - Video-tapes - Role playing
2.00 P.M.	Tasks for the EIAs
2:30 P.M.	Work Planning by Agency
4:15 P.M.	Final Comments

(NMI-WETPP
6/79)

APPENDIX E-1

EIA CONTACT INFORMATION L[illegible]
INDIVIDUAL CONTACT FORM

Date:______________________________

Name of Individual:______________________________

Address:______________________________

Work Location:______________________________

Contact Initiated by: ☐ EIA ☐ Employee/Member ☐ Other__________

Age Group/Sex/Ethnic Heritage or Race of Individual: (A)____ (S)____ (R-EH)________

Present Job:______________________________

Education or Training Last Two Years:______________________________

____

Kind of Information Wanted:
- ☐ General/Non-specific education or training
- ☐ Tuition Aid application procedure
- ☐ Course eligibility under tuition-aid plan
- ☐ Member eligibility for tuition aid program
- ☐ Specific education/training information
  - ☐ GED
  - ☐ College courses
  - ☐ Vocational-technical education courses
  - ☐ Agency/industry sponsored education or training programs
  - ☐ Union-sponsored training/retraining programs
  - ☐ ______________________________

Action Taken By EIA:______________________________

____

____

____

____

Referred to:______________________________

Over

Individual Contact
Form - Page 2

Follow-up Needed: ☐ Yes ☐ No Speficy:____________________

____

____

Action Taken by Individual:
- ☐ Tuition Aid Application
- ☐ Course Application
- ☐ Other, Specify

____

____

Name of EIA:______________________________

(NM1-WETPP
6/79)

9 August 1979 - Atta[redacted]

APPENDIX E-2

EIA/COORDINATOR CONTACT INFORMATION LOG
GROUP CONTACT FORM

1. Date: ____________________

2. Number of People in Group Session: ____________________

3. Setting: ____________________

4. Age, Sex, Race Profile of Group: ____________________

5. Kind(s) of Workers: ____________________

6. Presentation Subject and Presentor: ____________________

7. Handouts (Number and Name of Item(s): ____________________

8. Problems/Questions Raised: ____________________

9. Follow-up activities undertaken by Coordinator or EIAs ____________________

10. Other Observations: ____________________

11. EIA/Coordinator Name/Signature: ____________________

CERTIFICATE OF RECOGNITION
of
SPECIAL SERVICE

AWARDED TO:

____

For outstanding service to fellow workers in the Connecticut Employees Union Independent, to the government of the State of Connecticut and to the cause of expanded worklife education and training for working adults throughout the United States. Your service as an Education Information Advisor in the Model 3, Joint Tuition Assistance Demonstration Project during 1979-1980 is appreciated and applauded.

On ______________ 1980 in Washington D.C.

and in Hartford, Connecticut

By

Archie E. Lapointe President National Institute for Work and Learning	Salvatore Perruccio President Connecticut Employees Union Independent	Sandra Biloon Director of Personnel and Labor Relations State of Connecticut

CERTIFICATE OF RECOGNITION
of
SPECIAL SERVICE
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____

For outstanding service to fellow workers in the Connecticut State Employees Association, to the government of the State of Connecticut and to the cause of expanded worklife education and training for working adults throughout the United States. Your service as an Education Information Advisor in the Model 3, Joint Tuition Assistance Demonstration Project during 1979-1980 is appreciated and applauded.

On ________________ 1980 in Washington D.C.

and in Hartford, Connecticut

By

Archie E. Lapointe
President
National Institute for
Work and Learning

Al Marotta
President
Connecticut State
Employees Assn.

Sandra Biloon
Director of Personnel
and Labor Relations
State of Connecticut

NATIONAL MANPOWER INSTITUTE
Suite 301 • 1211 Connecticut Avenue, N.W. • Washington, D.C. 20036 • 202 466-2450

APPENDIX G

Dear

On behalf of the National Institute for Work and Learning (formerly the National Manpower Institute), I wanted to formally note our sincere appreciation for your outstanding service this past year as an Education Information Advisor. During 1979-1980, you gave many hours to the Model III, Joint Tuition Assistance Project to acquaint employees of the State of Connecticut with available tuition assistance benefits and education opportunities.

You have contributed to an important experiment with implications for expanded worklife education and training opportunity for working adults throughout the country. Your dedication and contribution were noticed and are appreciated. We applaud your efforts. By copy of this letter we are informing state officials of our appreciation and respect for your accomplishments.

Sincerely,

Gregory B. Smith
Director
Worker Education and Training
Policies Project
National Institute for Work
and Learning
Washington, D.C.

cc: Ernest Nagler
Wally Krupenevich

Deferred Compensation Plan — Building

Just as many corporations offer employees deferred compensation plans (DCP) so does the state of Connecticut. It is a plan under which you may elect to defer a portion of your income and thereby accumulate money on a tax-sheltered basis. You pay no income taxes on the amounts deferred, and you pay no taxes on the income earned on these deferred amounts. Some income taxes may be due when benefits are received after retirement or upon termination of employment. The plan is independent of your state pension plan.

The Connecticut Deferred Compensation Plan is administered through the office of the state Comptroller.

While this plan is open to all qualified state employees, it is not recommended for everyone. It may not be economical for you. You would be wise to seek professional advice to determine if it's the kind of plan that suits your financial situation.

Not for Everyone

Before signing up for the plan, consider these pluses and minuses:

- Deductions are made from your pay. As a result, your gross pay is less and you pay less income tax.
- You can stop participation in the plan at any time.
- Your money in the plan is nonliquid to the extent that you may make withdrawals only for a serious financial reason, e.g.: bankruptcy, unexpected emergency resulting from a personal or property accident.
- If both you and your husband or wife are working (and the children are out of college) and have some extra cash you can affort to tie up for awhile, then it might be worthwhile to look into this plan.
- The money is taxable when you withdraw upon employment termination and/or upon retirement when you may be in a lower tax bracket.
- You may join DCP or change your deductions on a quarterly basis: in March, June, September or December, of any year, but notice of your intent to join must be in the Comperoller's office the first of any of these months in order to be effective the first of the following months.
- There is a ceiling on contributions of 25% of gross income or $7,500 whichever is less. The minimum is $20 per biweekly pay period.

How to Join

A booklet, *Connecticut Master Deferred Compensation Plan*, published by the Comptroller's Office, details the plan. A revised edition will be given to employees through payroll distribution as soon as it is available.

For information and to join, contact the play administrator Leon W. Berney, CLU, president; United Group Administrators, Inc.; 410 Asylum Street, Hartford, Conn. 06103; telephone: 527-7283. Also, independent insurance agencies carry this plan. Underwriters for the plan are Aetna Life and Casualty, Connecticut Mutual Life Insurance Company, Hartford Variable Annuity Life Insurance Company, and the Travelers.

State-Union-Education Offers Tuition Plan

A new pilot project encourages certain state clerical and maintenance workers to further their education and counsels them in how to plan and pay for it.

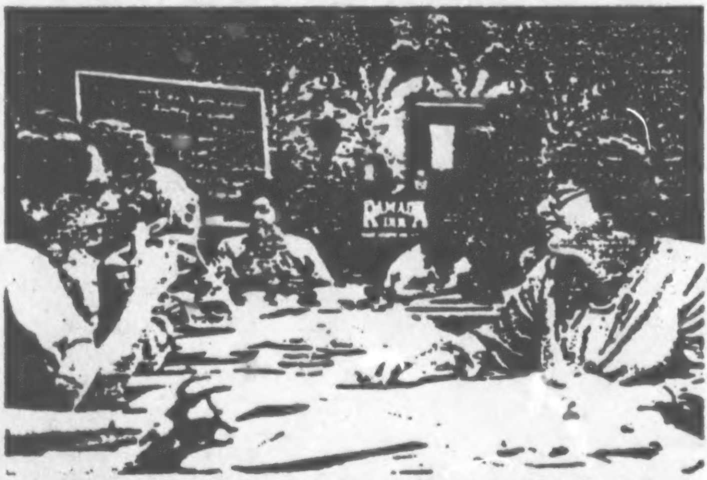
"The idea is to increase participation," explains project coordinator Claire Nolin in the Personnel Development Unit of State Personnel. "However, since this is a pilot project, participation is limited to clerical employees at the departments of Labor and Motor Vehicles, and maintenance employees at the Department of Administrative Services' Bureau of Purchasing."

The project is a cooperative effort of the state, the unions (Connecticut State Employees Association and Connecticut Employees Union Independent) and regional educational institutions. Education Information Advisors (EIAs), who are in the maintenance and clerical bargaining units, will provide fellow employees with information about the negotiated Tuition-Reimbursement plan and local educational opportunities.

In September, the clerical EIAs were trained by representatives from Personnel, the unions, educational institutions, the National Manpower Institute and the National Institute of Education.

The EIAs at the Department of Motor Vehicles are Mary Brown, Gail Lutton, Rita Zaborowski and Nick Spellman. At the Labor Department the EIAs are Sara Barnhardt, Beatrice Gay, Ethel Shelton and Lillian Kablik. EIAs at the Bureau of Purchasing are to be selected and trained in October. Employees at these agencies may contact these people with questions such as: where to take courses; whether or not the courses are related to their jobs or aid in their upward mobility; the cost of the course and how much money they will be reimbursed; how to fill out applications and who to contact at various colleges or trade schools.

For information, call Claire Nolin, 566-4286.



Department of Labor employees, Sara Barnhardt and Lillian Kablik, confer with tuition project coordinator Claire Nolin (right) of State Personnel.

Upward Mobility Is Clerical Unit Goal In Tuition Aid Plan

By Claire Nolin, Coordinator
Tuition Reimbursement Project

Have you ever thought about taking classes to improve your current job skills or to allow you to advance but didn't know how to pay for it? CSEA's new Clerical bargaining unit contract negotiated with the state gives you a way to do it. The benefit is called the Tuition-Reimbursement Plan.

Job related courses taken outside of regularly scheduled work hours that will enable the employee through Upward Mobility and development to qualify for other positions in state service, or are required as part of a degree program, are eligible. Classes must be taken at fully accredited Connecticut colleges or universities. This includes community colleges, vocational/technical schools or technical colleges. Other schools providing trade instructions or special occupational training approved by the State Board of Education will be accepted.

Courses may be at the undergraduate or graduate level, for credit or non-credit, and reimbursement is limited to three courses or nine credits, whichever is less, per fiscal year.

Fifty per cent of the University of Connecticut or college rate for tuition, laboratory and service fees only, whichever is less, will be reimbursed.

Applications for Tuition-Reimbursement are available at agency personnel offices or at the Personnel Development Division of D.A.S. at the State Office Building, Room 532, Hartford.

Part one of the appropriate form must be completed by the applicant. Part two must be signed by the agency head or designated representative. The forms must then be submitted to D.A.S., Personnel Development, at least two weeks before the first class. Once approval has been granted, the forms will be returned to you. Upon completion of the course, return the form with a report of the college grade (it must be a passing mark) and a receipt from the college of payment. A check will then be sent to you following processing and documentation by Personnel and the Comptroller's office.

It is important to note that requests for payment of spring courses must be made by June 1. If grades are not available by this time, a signed statement from the instructor indicating passage of the course is acceptable.

So, if you are interested in going to school, don't delay. Apply for Tuition Reimbursement. Any additional questions you have about Tuition-Reimbursement may be addressed to CSEA Staff Rep. Horace Santavenere or your agency personnel officer.

3 Unsigned...

(Continued from Page One)

negotiating team met with counsel on Dec. 3, after two marathon bargaining sessions on Nov. 29 and 30. They are working toward a January fact-finding date, in order to have a contract ready for presentation to the General Assembly in its February session.

Among the issues to be submitted to Fact-Finder William Post of New Haven are the following: wages, upgradings, [illegible]

Fact-Finding Set in CSEA, Inc. Contracts

Three CSEA, Inc. chapters have fact-finding sessions scheduled after rejection by their respective memberships of proposed three-year contracts. They [illegible]

Steward Tr

CSEA Staff Rep. David Almeida briefs clerical steward
contract at steward training session Nov. 14 at Mattat
stewards in clerical and other CSEA bargaining units hav b

State Grant To Provi Courses for 300 Cler

State Clerical employees in the greater Hartford area will have a special opportunity to improve their skills and to help qualify for upward mobility as a result of a grant recently awarded to area colleges.

A Title I-A grant awarded by the Board of Higher Education to the Coordinating Committee for the North Central Region (CCNCR), a consortium of public and private colleges, in cooperation with the state Division of Personnel and Labor Relations, will enable approximately 300 clerical and secretarial employees to take 12 college credit courses during spring, 1980. The courses will be free of charge and offered at various campuses one afternoon a week. Agency approval and completion of In-Service Training Application forms is required, similar to the standard in-service training courses offered through the Personnel Development Divison.

According to Dr. Ke
CCNCR Coordinat
purpose of the proj
extend the variety of
and opportunities ava
state employees by uti
faculty and resources
colleges in the North
Region is a cooperat
Each of the courses
specifically designed
colleges for cleri
secretarial employees.

"The colleges are
extend their services
the needs of the stat
said, "and we are plea
the opportunity to w
the Personnel Deve
Divison on this projec
are especially encourag
added, "with the
of clerical an
employees to this effort

Under the pilot proj
three-credit courses
offered including Pro
Typing (Tuesdays at B
College, Southington);
Administration (Thurs